

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

Fiscal Year 2014 Grantee Satisfaction Survey

Final Report
December 2014





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TABLE OF CONTENTS

Chapter I 2
 Introduction and Methodology..... 2
 Segment Choice 2
 Data Collection 2
 Response Rates by Program 3
 Questionnaire and Reporting..... 4
 Chapter II 5
 Survey Results..... 5
 Customer Satisfaction (ACSI)..... 5
 Customer Satisfaction Model..... 9
 Drivers of Customer Satisfaction..... 11
 Satisfaction Benchmark 25
 Chapter III 26
 Summary and Recommendations..... 26
 Results by Program..... 28
 Chapter IV..... 38
 Appendix A: Questionnaire 38
 Appendix B: Attribute Tables and Non-Scored Responses 87
 Appendix C: Verbatim Responses by Program 190
 Appendix D: Explanation of Significant Difference Scores 380



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, and 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 35 programs participated in the FY 2014 Grantee Satisfaction Survey for the U.S. Department of Education. Four of these programs are participating for the first time, while 31 programs have been measured previously.

Data Collection

Each of the 35 participating programs provided a list of grantees to be contacted for the survey. Data were collected from July 2, 2014 to August 27th, 2014 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 1,389 valid responses were collected for a response rate of 41 percent. Response rates by program are shown on the following page.



Response Rates by Program

Response rates by program are broken out into two separate tables below. Table 1 shows the programs that had statistically valid results at 90% confidence of +/- 5 points. Table 2 includes those programs that did not have enough responses to meet those criteria. These results should be interpreted with caution in making absolute conclusions, however, can be used to interpret directionally.

Table 1: Statistically valid results at 90% confidence interval of +/- 5 points

Program	Valid Completes	Invites	Response Rate	CSI
High School Equivalency Program – Migrant Education	35	45	78%	80
National Professional Development Program	56	124	45%	75
National Center for Special Education Research (NCSER)	80	131	61%	75
Elementary and Secondary School Counseling Program	23	35	66%	75
Carl D. Perkins Career and Technical Education State Directors	28	60	47%	74
American Overseas Research Centers Program (AORC)	10	10	100%	73
Race to the Top – Early Learning Challenge Fund	17	20	85%	73
Mathematics and Science Partnerships	34	52	65%	72
National Center for Education Research (NCER)	173	273	63%	70
Talent Search (TS)	108	200	54%	70
Carol White Physical Education Program	87	190	46%	70
Upward Bound (UB)	81	200	41%	69
Student Support Services (SSS)	114	200	57%	68
Payments for Federal Property (Section 8002)	37	190	19%	68
Migrant Education Programs (Title I, Part C)	34	47	72%	68
Alaska Native Education (ANE) Program	26	53	49%	66
Historically Black Colleges and Universities (HBCU)	56	95	59%	65
Improving Teacher Quality State Grants	57	96	59%	65
Payments for Federally Connected Children (Section 8003)	37	200	19%	64
School Improvement Fund	28	56	50%	63
English Language Acquisition State Grants (Title III State Formula Grants)	38	74	51%	61
21st Century Community Learning Centers	26	54	48%	53
Overall	1185	2405	56%	



Table 2: Statistically invalid results at 90% confidence interval of +/- 5 points

Program	Valid Completes	Invites	Response Rate	CSI
Adult Education and Family Literacy to State Directors of Adult Education	20	57	35%	75
Education for Homeless Children and Youth – McKinney-Vento	19	54	35%	77
Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)	26	94	28%	61
Improving Basic Programs Operated by Local Educational Agencies – Title I	18	57	32%	63
Indian Education Formula Grants to Local Educational Agencies & National Activities	27	200	14%	80
Lead Agency Early Intervention Coordinators (Part C)	23	58	40%	55
Native American and Alaska Native Children in School Program	11	24	46%	86
Neglected and Delinquent State and Local Agency Programs	14	56	25%	70
Rural Education Achievement Program/Rural and Low Income School Program	9	50	18%	74
Rural Education Achievement Program/Small, Rural School Achievement Program	8	200	4%	83
Safe and Supportive Schools Program	8	11	73%	73
State Directors of Special Education (Part B)	16	61	26%	63
Striving Readers Comprehensive Literacy Program	5	21	24%	45
Overall	204	943	31%	

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 2014, the Technical Assistance section was introduced to the core set of questions. There were also 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.



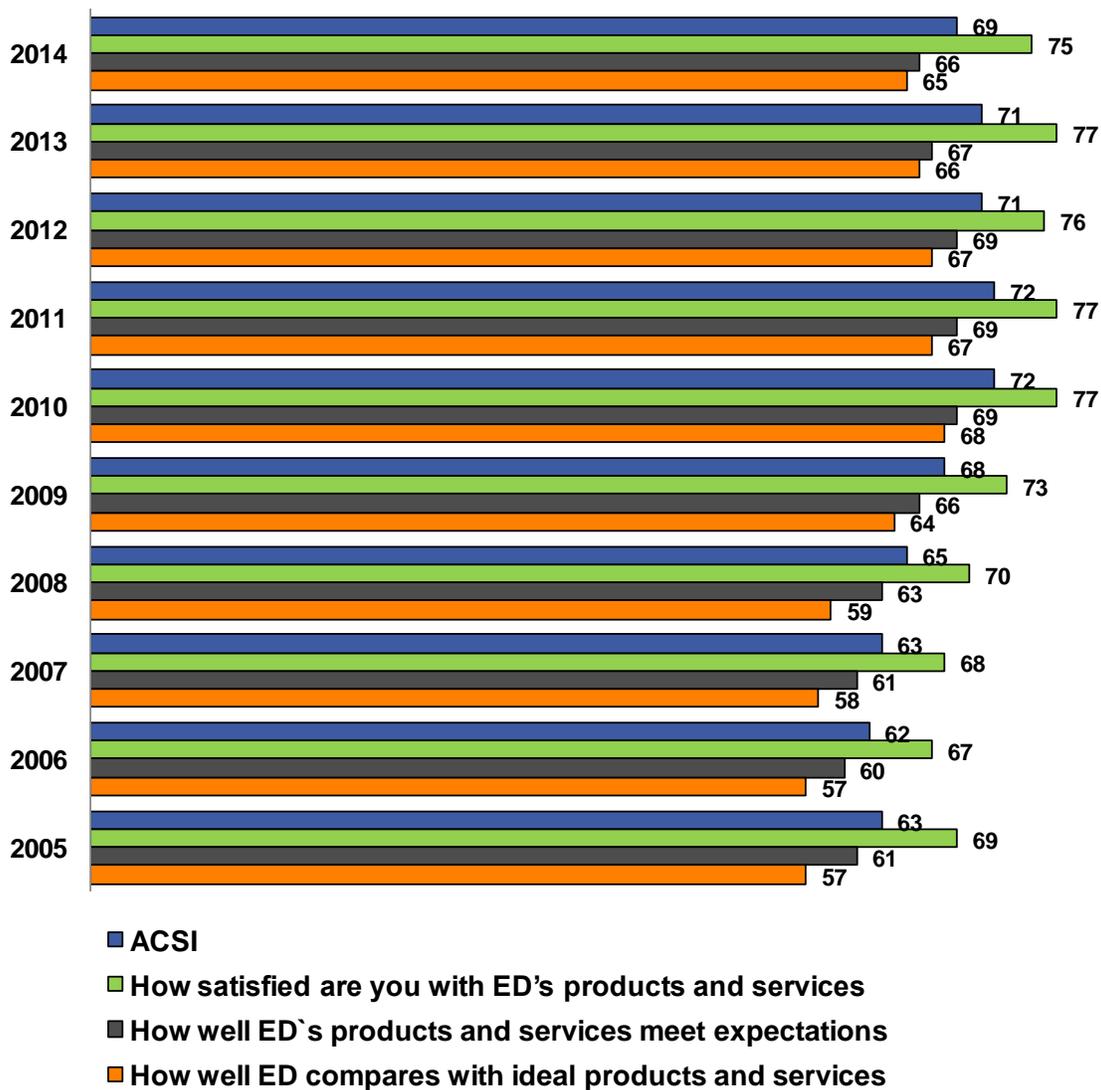
Chapter II Survey Results

Customer Satisfaction (ACSI)

The **Customer Satisfaction Index (CSI)** is a weighted average of three questions: Q46, Q47 and Q48, 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 (Q46); Satisfaction compared to expectations (Q47); and Satisfaction compared to an ‘ideal’ organization (Q48).

The 2014 Customer Satisfaction Index (CSI) for the Department of Education grantees is 69. This is two points below last year’s score. Grantee satisfaction with the Department has been steady the past four years as the CSI has either been 71 or 72 during that time. 2014 CSI is the lowest it has been since 2009.

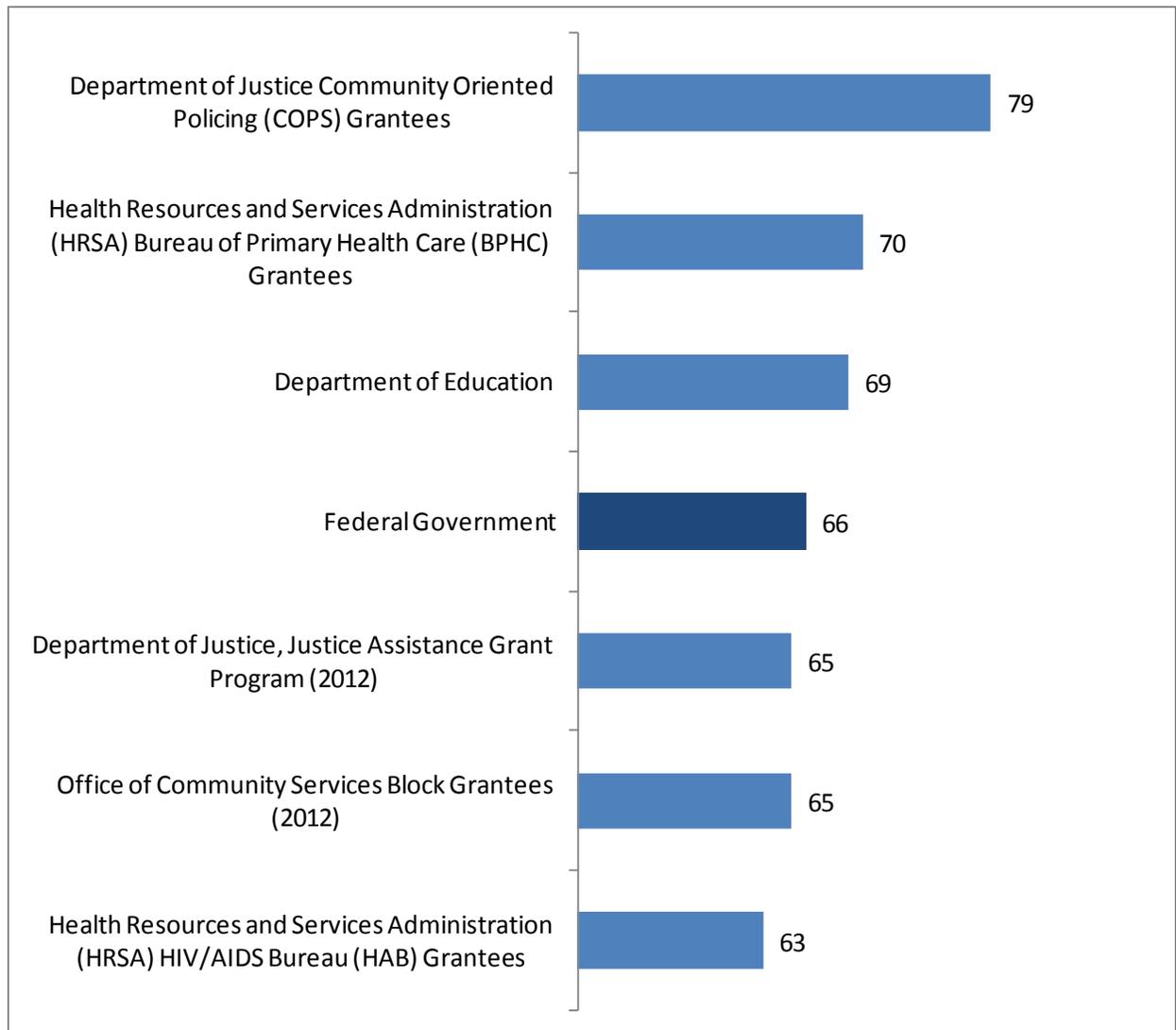
Customer Satisfaction Index 2005 - 2014





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 2014) annual overall federal government average. The Department is three points above the federal government average (66).

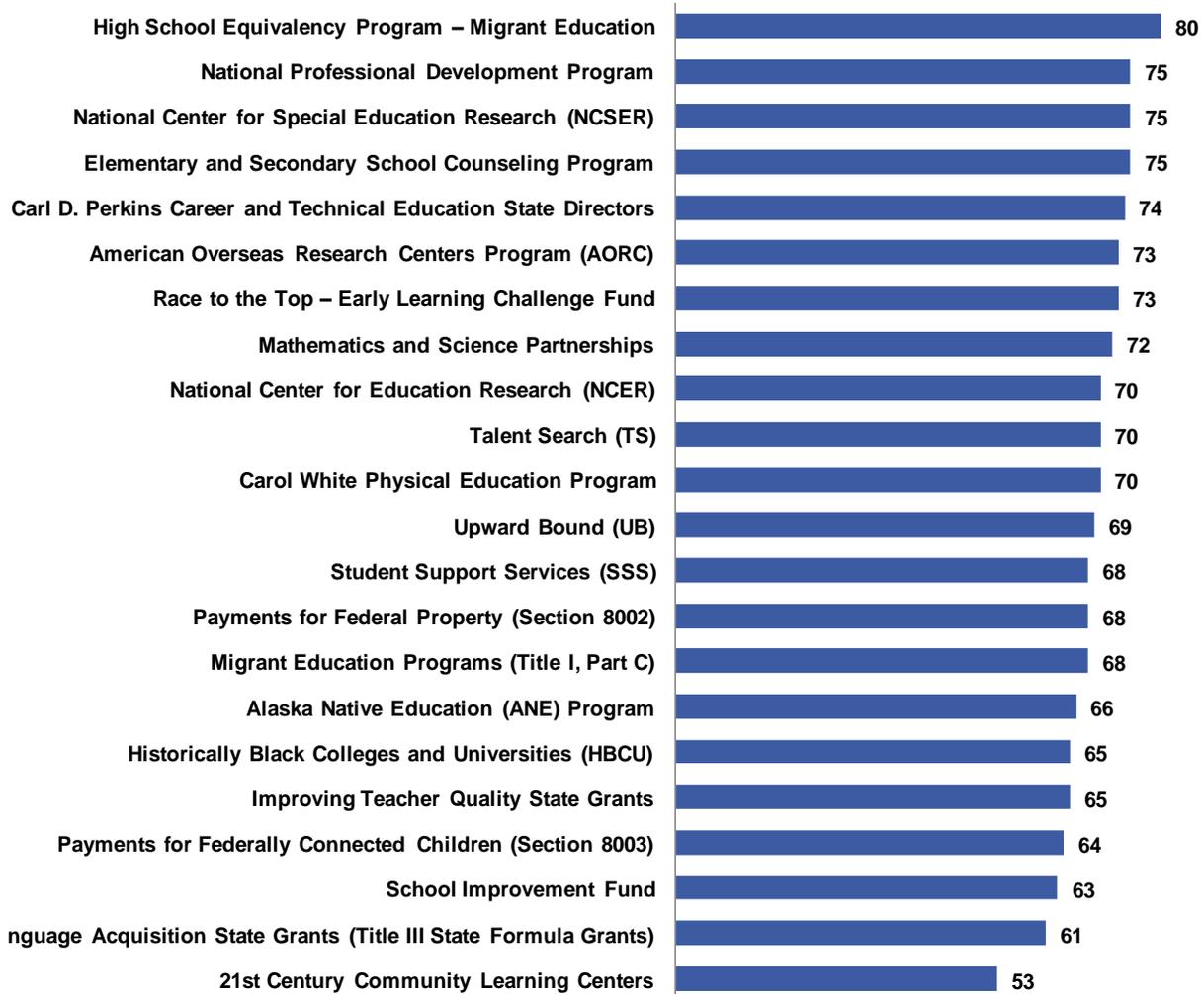
Satisfaction Benchmarks





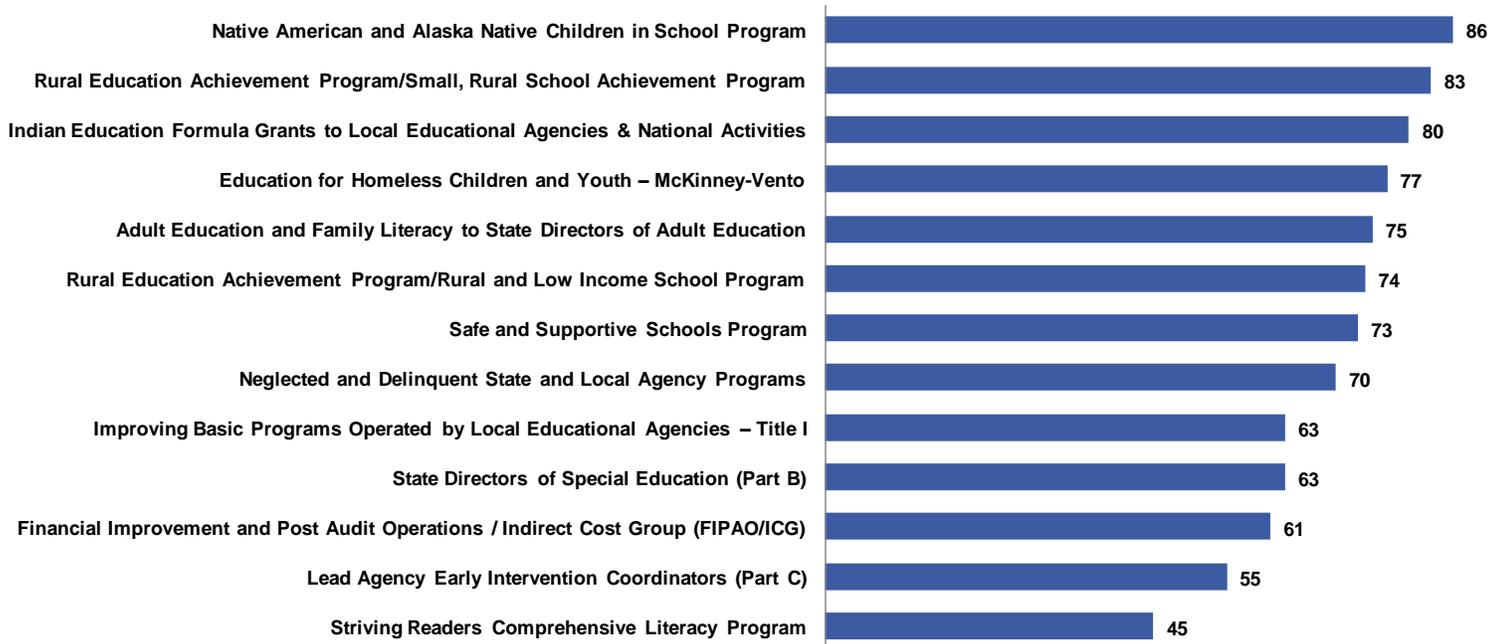
On the next two pages are satisfaction scores by program. The first shows the programs that had statistically significant results at a 90% confidence interval of +/- 5 points. The second on the next page shows those that did not have a statistically significant result at that level of confidence.

Customer Satisfaction Index - Scores by Program





Customer Satisfaction Index (cont.) – Scores by Program



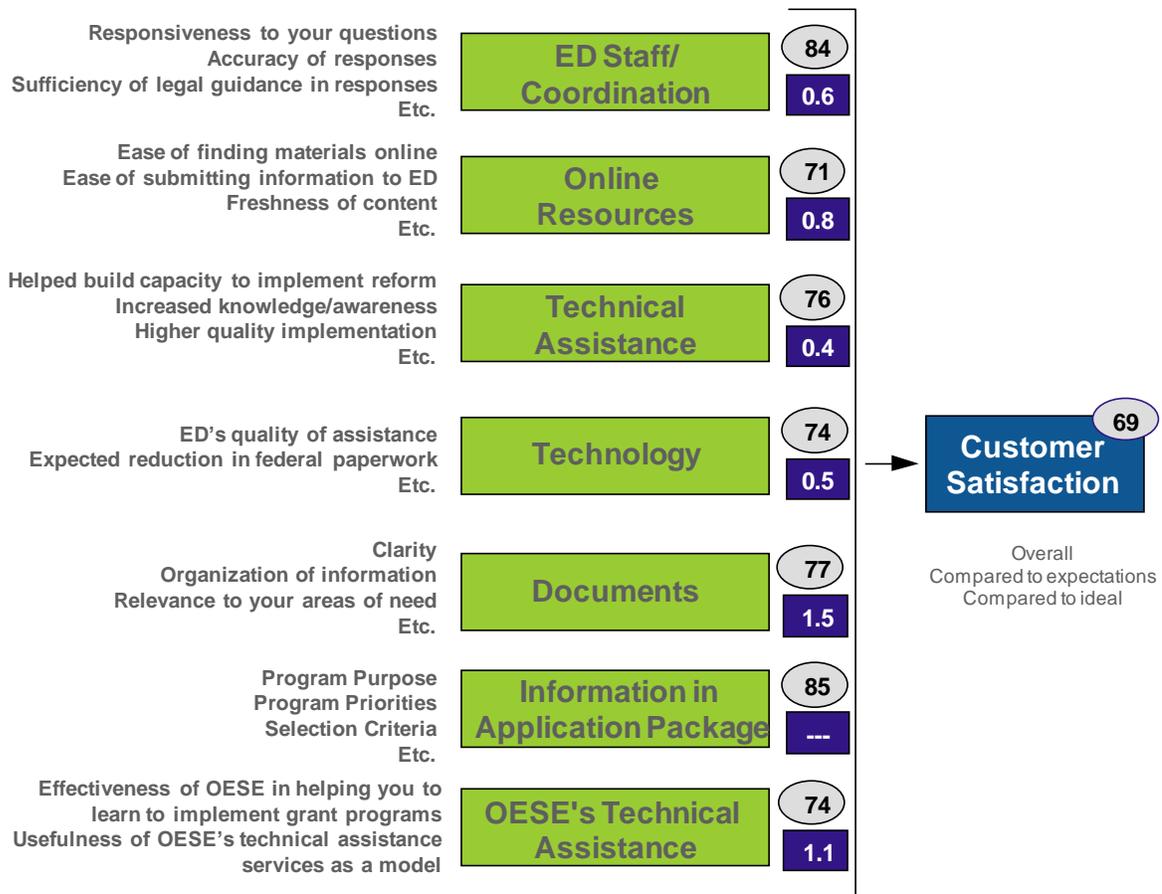


Customer Satisfaction Model

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.

2014 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, 1.5 points, (from 69 to 70.5). *Note: Scores shown are reported to nearest whole number.* If the driver increases by less than or more than five points, the resulting change in the subsequent component would be the corresponding fraction of the original impact. Impacts are additive. Thus, if multiple areas were each to improve by five points, the related improvement in satisfaction will be the sum of the impacts.



Drivers of Customer Satisfaction
Technology
Impact 0.5

Technology holds this year after a one-point gain in 2013. The Department’s effectiveness in using technology to deliver its services drops a significant two points to 76 and the Department’s quality of assistance decreases two points to 75. Both, however, remain the highest scoring areas. Effectiveness of automated process in improving states/LEA reporting decreases 1-point and Expected reduction in federal paperwork increases by one.

Technology - Aggregate Scores

	2013	2014	Difference	Significant Difference
	Scores			
Sample Size	1,112	1,332		
Technology	74	74	0	-
ED’s effectiveness in using technology to deliver its services	78	76	-2	↓
ED’s quality of assistance	77	75	-2	-
Effectiveness of automated process in improving state/LEA reporting	73	72	-1	-
Expected reduction in federal paperwork	65	66	1	-

*** Statistically significant difference from 2013 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix D.**

On the next page are the Technology scores by program. Scores range from 60, for Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG), to 87, for Native American and Alaska Native Children in School Program and Indian Education Formula Grants to Local Educational Agencies & National Activities. Five programs have ratings in the 80s and 19 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 still be considered good. Another 11 programs rate in the 60s; for these programs, Technology should be an area of focus.



Technology - Scores by Program

Program	Technology
Native American and Alaska Native Children in School Program	87
Indian Education Formula Grants to Local Educational Agencies & National Activities	87
High School Equivalency Program – Migrant Education	86
Rural Education Achievement Program/Small, Rural School Achievement Program	82
National Professional Development Program	80
Adult Education and Family Literacy to State Directors of Adult Education	79
Mathematics and Science Partnerships	79
Education for Homeless Children and Youth – McKinney-Vento	79
National Center for Special Education Research (NCSER)	78
Talent Search (TS)	77
Race to the Top – Early Learning Challenge Fund	77
Upward Bound (UB)	76
Carl D. Perkins Career and Technical Education State Directors	74
National Center for Education Research (NCER)	74
Carol White Physical Education Program	74
Student Support Services (SSS)	73
American Overseas Research Centers Program (AORC)	72
Rural Education Achievement Program/Rural and Low Income School Program	72
Historically Black Colleges and Universities (HBCU)	71
Alaska Native Education (ANE) Program	71
Payments for Federal Property (Section 8002)	70
Migrant Education Programs (Title I, Part C)	70
Elementary and Secondary School Counseling Program	70
English Language Acquisition State Grants (Title III State Formula Grants)	70
Payments for Federally Connected Children (Section 8003)	69
Neglected and Delinquent State and Local Agency Programs	69
School Improvement Fund	68
State Directors of Special Education (Part B)	66
Striving Readers Comprehensive Literacy Program	65
Safe and Supportive Schools Program	65
Improving Basic Programs Operated by Local Educational Agencies – Title I	65
Improving Teacher Quality State Grants	64
Lead Agency Early Intervention Coordinators (Part C)	63
21st Century Community Learning Centers	63
Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)	60



Documents

Impact 1.5

The component, Documents, remains flat at 77. Although no significant changes occur this year, Documents is a top driver of grantee satisfaction with an impact of 1.5. Respondents continue to give high ratings to Relevancy to their areas of need (79). Clarity holds at 77 after dropping one-point last year. As in past years, the comprehensiveness in addressing the scope of issues that grantees face (75) remains the lowest rated Documents' attribute even after gaining one point to 76.

Documents - Aggregate Scores

	2013	2014	Difference	Significant Difference
	Scores			
Sample Size	903	998		
Documents	77	77	0	-
Clarity	77	77	0	-
Organization of information	79	78	-1	-
Sufficiency of detail to meet your program needs	76	77	1	-
Relevance to your areas of need	79	79	0	-
Comprehensiveness in addressing the scope of issues that you face	75	76	1	-

*** Statistically significant difference from 2013 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix D.**

On the next page are the Documents scores by program. Scores range from 57, Striving Readers Comprehensive Literacy Program, to 89, for High School Equivalency Program – Migrant Education and Rural Education Achievement Program/Small, Rural School Achievement Program. For many programs Documents is an area of strength, as 11 programs rate it 80 or above. Another 15 programs rate Documents in the 70s and only four 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	89
Rural Education Achievement Program/Small, Rural School Achievement Program	89
Native American and Alaska Native Children in School Program	88
Adult Education and Family Literacy to State Directors of Adult Education	84
National Center for Special Education Research (NCSER)	83
Indian Education Formula Grants to Local Educational Agencies & National Activities	83
Education for Homeless Children and Youth – McKinney-Vento	83
National Professional Development Program	81
Carl D. Perkins Career and Technical Education State Directors	81
Mathematics and Science Partnerships	81
National Center for Education Research (NCER)	80
Safe and Supportive Schools Program	78
Neglected and Delinquent State and Local Agency Programs	78
Improving Teacher Quality State Grants	77
Migrant Education Programs (Title I, Part C)	76
Alaska Native Education (ANE) Program	75
Payments for Federal Property (Section 8002)	75
Race to the Top – Early Learning Challenge Fund	75
Carol White Physical Education Program	75
Elementary and Secondary School Counseling Program	75
State Directors of Special Education (Part B)	73
School Improvement Fund	73
Rural Education Achievement Program/Rural and Low Income School Program	73
Improving Basic Programs Operated by Local Educational Agencies – Title I	71
Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)	70
Payments for Federally Connected Children (Section 8003)	70
English Language Acquisition State Grants (Title III State Formula Grants)	69
Lead Agency Early Intervention Coordinators (Part C)	66
21st Century Community Learning Centers	65
Striving Readers Comprehensive Literacy Program	57
American Overseas Research Centers Program (AORC)	--
Talent Search (TS)	--
Student Support Services (SSS)	--
Upward Bound (UB)	--
Historically Black Colleges and Universities (HBCU)	--

Scores are not listed for programs where the questions were not asked.



ED Staff/Coordination

Impact 0.6

ED Staff/Coordination increases one-point to 84 and continues to be rated as a strength by Department grantees. Its impact on satisfaction is moderate at 0.6. Three attributes, Accuracy of responses (86), Responsiveness to your questions (82), and Sufficiency of legal guidance in responses (83), increase by one point. Accuracy of responses saw a significant change. Collaboration with other ED programs or offices in providing relevant services increases two points this year. Both Knowledge of relevant legislation, regulations, policies, and procedures and Consistency of responses with ED staff from different program offices had no change.

ED Staff/Coordination - Aggregate Scores

	2013	2014	Difference	Significant Difference
	Scores			
Sample Size	1,112	1,359		
ED Staff/Coordination	83	84	1	-
Knowledge of relevant legislation, regulations, policies, and procedures	86	86	0	-
Responsiveness to your questions	81	82	1	-
Accuracy of responses	85	86	1	↑
Sufficiency of legal guidance in responses	82	83	1	-
Consistency of responses with ED staff from different program offices	80	80	0	-
Collaboration with other ED programs or offices in providing relevant services	81	83	2	-

** Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D.*

Program level scores remain very strong with many Staffs excelling. Native American and Alaska Native Children in School Program scores 95 for ED Staff/Coordination. Eight programs are rated in the 90s for this component and another 9 programs score between 85 to 89. Ten programs are rated between 79 and 85. Only eight programs rate ED Staff/Coordination below 80 with the lowest score of 73 for Striving Readers Comprehensive Literacy Program and Historically Black Colleges and Universities (HBCU).



ED Staff/Coordination - Scores by Program

Program	ED Staff/ Coordination
Native American and Alaska Native Children in School Program	95
American Overseas Research Centers Program (AORC)	94
National Center for Education Research (NCER)	92
National Center for Special Education Research (NCSER)	92
Adult Education and Family Literacy to State Directors of Adult Education	91
Mathematics and Science Partnerships	90
Race to the Top – Early Learning Challenge Fund	90
Rural Education Achievement Program/Rural and Low Income School Program	90
Carl D. Perkins Career and Technical Education State Directors	89
Education for Homeless Children and Youth – McKinney-Vento	89
Indian Education Formula Grants to Local Educational Agencies & National Activities	88
Neglected and Delinquent State and Local Agency Programs	88
High School Equivalency Program – Migrant Education	87
Elementary and Secondary School Counseling Program	87
Improving Teacher Quality State Grants	86
National Professional Development Program	85
Rural Education Achievement Program/Small, Rural School Achievement Program	85
Migrant Education Programs (Title I, Part C)	83
Carol White Physical Education Program	83
Improving Basic Programs Operated by Local Educational Agencies – Title I	83
Alaska Native Education (ANE) Program	82
English Language Acquisition State Grants (Title III State Formula Grants)	82
Payments for Federally Connected Children (Section 8003)	81
Safe and Supportive Schools Program	81
Talent Search (TS)	80
Student Support Services (SSS)	80
School Improvement Fund	80
State Directors of Special Education (Part B)	78
Upward Bound (UB)	77
Lead Agency Early Intervention Coordinators (Part C)	77
Payments for Federal Property (Section 8002)	77
21st Century Community Learning Centers	76
Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)	74
Historically Black Colleges and Universities (HBCU)	73
Striving Readers Comprehensive Literacy Program	73



Online Resources

Impact 0.8

Online Resources is down a significant one point after decreasing two points last year. With a score of 71, it continues to remain one of the lowest rated areas. Ease of submitting information to ED via the web decreases a significant 4 points to 73 and Freshness of content drops 2 points to 72. Ease of reading the site, Ease of navigation, and Ability to accomplish what you want on the site all dropped one point this year. Ease of finding materials online holds at 69. Online Resources has a moderately high impact of 0.8 on customer satisfaction and continues to be an area of opportunity for improvement.

Online Resources - Aggregate Scores

	2013	2014	Difference	Significant Difference
	Scores			
Sample Size	1,111	1,366		
Online Resources	72	71	-1	↓
Ease of finding materials online	69	69	0	-
Ease of submitting information to ED via the web	77	73	-4	↓
Freshness of content	74	72	-2	-
Ability to accomplish what you want on the site	72	71	-1	-
Ease of reading the site	73	72	-1	-
Ease of navigation	70	69	-1	-

** Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D.*

As Online Resources is one of the lowest rated areas, very few programs had high scores. Only three programs rated Online Resources 80 or higher with Native American and Alaska Native Children in School Program (90) rating it the highest. For 18 programs the component, Online Resources, rates in the 70s. These scores indicate sufficient performance in the area overall. However, there likely is opportunity for improvement for many programs. Fourteen 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 53.



Online Resources - Scores by Program

Program	Online Resources
Native American and Alaska Native Children in School Program	90
High School Equivalency Program – Migrant Education	86
Indian Education Formula Grants to Local Educational Agencies & National Activities	85
National Professional Development Program	79
Rural Education Achievement Program/Small, Rural School Achievement Program	79
Mathematics and Science Partnerships	78
Talent Search (TS)	77
Adult Education and Family Literacy to State Directors of Adult Education	76
Upward Bound (UB)	76
Education for Homeless Children and Youth – McKinney-Vento	76
Rural Education Achievement Program/Rural and Low Income School Program	76
Race to the Top – Early Learning Challenge Fund	75
Student Support Services (SSS)	74
Elementary and Secondary School Counseling Program	73
Historically Black Colleges and Universities (HBCU)	72
Payments for Federally Connected Children (Section 8003)	72
Payments for Federal Property (Section 8002)	72
American Overseas Research Centers Program (AORC)	71
Alaska Native Education (ANE) Program	71
Carl D. Perkins Career and Technical Education State Directors	70
National Center for Special Education Research (NCSER)	70
Carol White Physical Education Program	69
Neglected and Delinquent State and Local Agency Programs	69
School Improvement Fund	67
Migrant Education Programs (Title I, Part C)	66
Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)	64
Improving Teacher Quality State Grants	64
Safe and Supportive Schools Program	64
English Language Acquisition State Grants (Title III State Formula Grants)	64
National Center for Education Research (NCER)	63
Improving Basic Programs Operated by Local Educational Agencies – Title I	62
Striving Readers Comprehensive Literacy Program	59
Lead Agency Early Intervention Coordinators (Part C)	57
21st Century Community Learning Centers	56
State Directors of Special Education (Part B)	53



Technical Assistance

Impact 0.4

New this year, Technical Assistance debuts at a 76. All five attributes range in the 70s, with Higher quality implementation of this program rated the highest at 79. Grantees rate State was able to develop, improve, or support promising practices along with Increased knowledge/awareness at a 77. Both Department Staff and Department-Funded Technical Assistance Providers rate the capacity to implement reform at 75 and 74 respectively.

Even with an impact of 0.4, Technical Assistance should not be thought of as unimportant to grantee satisfaction. This 0.4 impact only means that an improvement in this area will not significantly improve satisfaction at this time.

Technical Assistance - Aggregate Scores

	2013	2014	Difference	Significant Difference
	Scores			
Sample Size	-	580		
Technical Assistance	-	76	-	-
Dept. Staff - Helped build capacity to implement reform	-	75	-	-
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	-	74	-	-
Increased knowledge/awareness regarding key issues	-	77	-	-
Higher quality implementation of this program	-	79	-	-
State was able to develop, improve, or support promising practices	-	77	-	-

** Statistically significant difference from 2013 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix D.*

Technical Assistance is rated highly by most of the programs. Thirteen programs rate this area 80 or higher with Education for Homeless Children and Youth – McKinney-Vento in the 90s. Nineteen programs rate this driver lower than 80 with 21st Century Community Learning Centers score the lowest at 60.



Technical Assistance - Scores by Program

Program	Technical Assistance
Education for Homeless Children and Youth – McKinney-Vento	92
Native American and Alaska Native Children in School Program	87
Safe and Supportive Schools Program	86
Adult Education and Family Literacy to State Directors of Adult Education	84
High School Equivalency Program – Migrant Education	84
Neglected and Delinquent State and Local Agency Programs	83
Payments for Federal Property (Section 8002)	81
Elementary and Secondary School Counseling Program	81
National Professional Development Program	80
Carl D. Perkins Career and Technical Education State Directors	80
Mathematics and Science Partnerships	80
Migrant Education Programs (Title I, Part C)	80
Rural Education Achievement Program/Rural and Low Income School Program	80
State Directors of Special Education (Part B)	79
Upward Bound (UB)	78
Race to the Top – Early Learning Challenge Fund	77
Talent Search (TS)	76
Lead Agency Early Intervention Coordinators (Part C)	76
Indian Education Formula Grants to Local Educational Agencies & National Activities	76
School Improvement Fund	75
Rural Education Achievement Program/Small, Rural School Achievement Program	75
Student Support Services (SSS)	74
Carol White Physical Education Program	74
Historically Black Colleges and Universities (HBCU)	73
Improving Basic Programs Operated by Local Educational Agencies – Title I	73
Improving Teacher Quality State Grants	72
Alaska Native Education (ANE) Program	71
English Language Acquisition State Grants (Title III State Formula Grants)	70
Payments for Federally Connected Children (Section 8003)	69
Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)	68
Striving Readers Comprehensive Literacy Program	61
21st Century Community Learning Centers	60
National Center for Education Research (NCER)	--
National Center for Special Education Research (NCSER)	--
American Overseas Research Centers Program (AORC)	--

Scores are not listed for programs where the questions were not asked.



OESE Technical Assistance

Impact 1.1

This component was asked of the twenty-one programs within the Office of Elementary and Secondary Education (OESE) program office participating in the survey. OESE Technical Assistance has a high impact on satisfaction with an impact value of 1.1. Usefulness of OESE’s technical assistance services as a model decreases 2 points while Effectiveness of OESE in helping you learn to implement grant programs increases 1 point to 77.

OESE Technical Assistance - Aggregate Scores

	2013	2014	Difference	Significant Difference
	Scores			
Sample Size	580	541		
OESE's Technical Assistance	74	74	0	-
Effectiveness of OESE in helping you learn to implement grant programs	76	77	1	-
Usefulness of OESE’s technical assistance services as a model	70	68	-2	-

*** Statistically significant difference from 2013 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix D.**

Seven of the programs rate OESE Technical Assistance as a strength with scores in the 80s. Rural Education Achievement Program/Small, Rural School Achievement Program provides the highest ratings for OESE Technical Assistance with a score of 87. Nine programs show good scores with ratings in the 70s. Only five programs rate OESE Technical Assistance below 70 with Striving Readers Comprehensive Literacy Program scoring it the lowest at 60.



OESE Technical Assistance - Scores by Program

Program	OESE's Technical Assistance
Rural Education Achievement Program/Small, Rural School Achievement Program	87
High School Equivalency Program – Migrant Education	86
Education for Homeless Children and Youth – McKinney-Vento	85
Elementary and Secondary School Counseling Program	82
Race to the Top – Early Learning Challenge Fund	81
Indian Education Formula Grants to Local Educational Agencies & National Activities	81
Safe and Supportive Schools Program	81
Rural Education Achievement Program/Rural and Low Income School Program	79
Neglected and Delinquent State and Local Agency Programs	77
Mathematics and Science Partnerships	74
School Improvement Fund	74
Carol White Physical Education Program	73
Payments for Federal Property (Section 8002)	72
English Language Acquisition State Grants (Title III State Formula Grants)	72
Alaska Native Education (ANE) Program	70
Migrant Education Programs (Title I, Part C)	70
Improving Basic Programs Operated by Local Educational Agencies – Title I	69
Improving Teacher Quality State Grants	68
Payments for Federally Connected Children (Section 8003)	68
21st Century Community Learning Centers	61
Striving Readers Comprehensive Literacy Program	60
Native American and Alaska Native Children in School Program	--
National Professional Development Program	--
Adult Education and Family Literacy to State Directors of Adult Education	--
Carl D. Perkins Career and Technical Education State Directors	--
National Center for Education Research (NCER)	--
National Center for Special Education Research (NCSER)	--
Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)	--
American Overseas Research Centers Program (AORC)	--
Talent Search (TS)	--
Student Support Services (SSS)	--
Upward Bound (UB)	--
Historically Black Colleges and Universities (HBCU)	--
State Directors of Special Education (Part B)	--
Lead Agency Early Intervention Coordinators (Part C)	--

Scores are not listed for programs where the questions were not asked.



Information in Application Package

Information in Application Package questions were asked to the Office of Postsecondary Education (OPE) program office. Scores remain high, despite the one-point decrease this year. As in previous years, 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

	2013	2014	Difference	Significant Difference
	Scores			
Sample Size	205	323		
Information in Application Package	86	85	-1	-
Program Purpose	87	86	-1	-
Program Priorities	84	85	1	-
Selection Criteria	85	85	0	-
Review Process	81	81	0	-
Budget Information and Forms	83	82	-1	↓
Deadline for Submission	90	87	-3	-
Dollar Limit on Awards	86	85	-1	-
Page Limitation Instructions	88	86	-2	-
Formatting Instructions	84	84	0	-
Program Contact	84	87	3	-

** Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D.*

At the program level, scores indicate that Information is meeting the needs of all programs. Upward Bound (UB) rate Information in the Application Package the highest (87), while Historically Black Colleges and Universities (HBCU) rate it the lowest (83).



Information in Application Package - Scores by Program

Program	Information in Application Package
Upward Bound (UB)	87
Talent Search (TS)	86
American Overseas Research Centers Program (AORC)	85
Student Support Services (SSS)	83
Historically Black Colleges and Universities (HBCU)	83
Native American and Alaska Native Children in School Program	--
National Professional Development Program	--
Adult Education and Family Literacy to State Directors of Adult Education	--
Carl D. Perkins Career and Technical Education State Directors	--
National Center for Education Research (NCER)	--
National Center for Special Education Research (NCSER)	--
Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)	--
State Directors of Special Education (Part B)	--
Lead Agency Early Intervention Coordinators (Part C)	--
Improving Teacher Quality State Grants	--
21st Century Community Learning Centers	--
Alaska Native Education (ANE) Program	--
Striving Readers Comprehensive Literacy Program	--
Mathematics and Science Partnerships	--
Payments for Federally Connected Children (Section 8003)	--
Payments for Federal Property (Section 8002)	--
Race to the Top – Early Learning Challenge Fund	--
Indian Education Formula Grants to Local Educational Agencies & National Activities	--
Migrant Education Programs (Title I, Part C)	--
High School Equivalency Program – Migrant Education	--
Safe and Supportive Schools Program	--
Carol White Physical Education Program	--
Elementary and Secondary School Counseling Program	--
School Improvement Fund	--
Improving Basic Programs Operated by Local Educational Agencies – Title I	--
English Language Acquisition State Grants (Title III State Formula Grants)	--
Education for Homeless Children and Youth – McKinney-Vento	--
Neglected and Delinquent State and Local Agency Programs	--
Rural Education Achievement Program/Rural and Low Income School Program	--
Rural Education Achievement Program/Small, Rural School Achievement Program	--

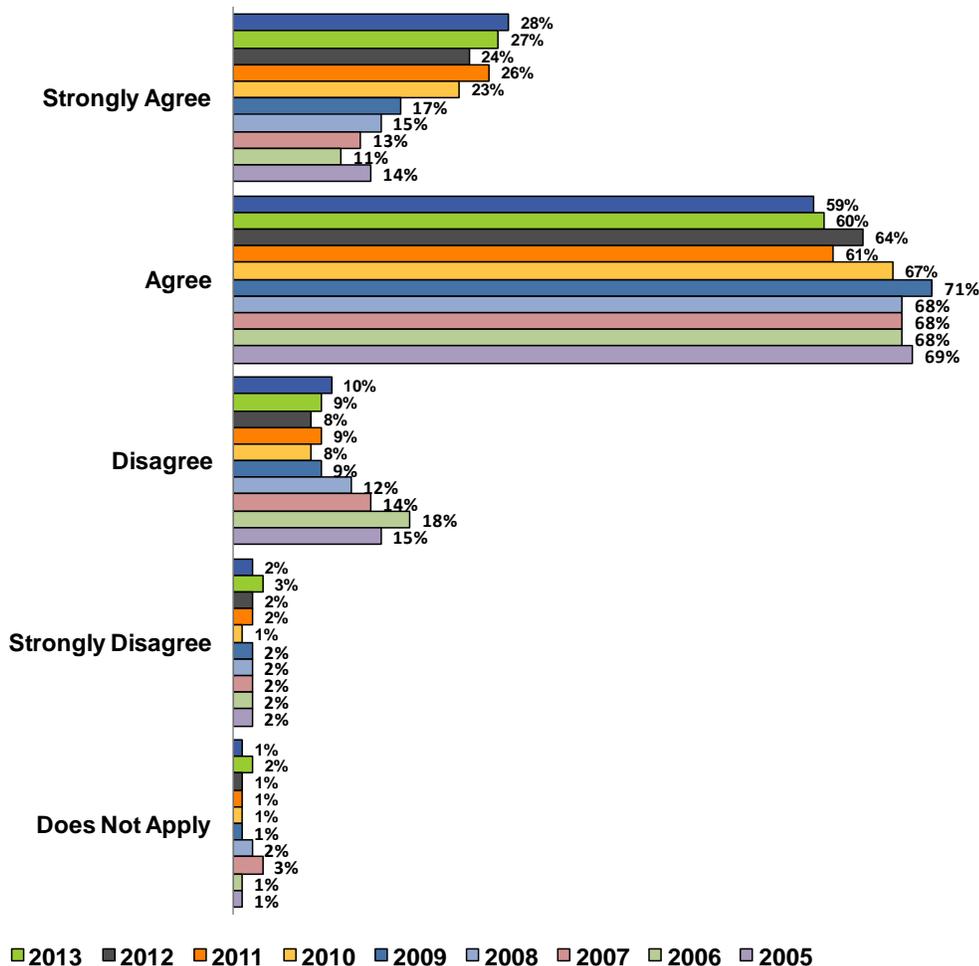
Scores are not listed for programs where the questions were not asked.



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’ showing no change from last year. Ten percent disagree and just two percent strongly disagree.

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



Complaints

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

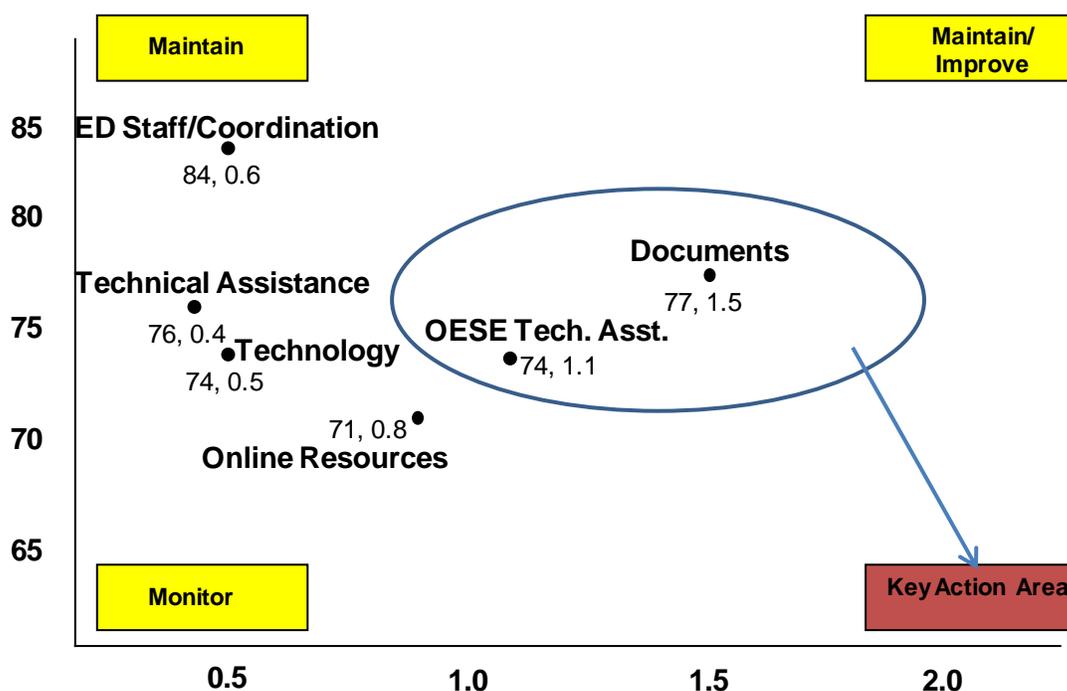


Chapter III Summary and Recommendations

Satisfaction with the Department has remained relatively stable over past measures, however, this year it dropped two points to 69. To improve satisfaction, focus on improving the higher-impact/lower-performing areas as first priorities.

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

Performance and Impact of Driver Areas



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

Circles and arrows indicate recommended action for each area based on score and impact values. For example, Documents (77, 1.5) should be a key action area. By improving the performance of Documents by five points (from 77 to 82) a 1.5-point gain in the customer satisfaction index (from 69 to 70.5) is expected.



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

Key Action Area

The area of Documents continues to have the most impact on satisfaction with an impact of 1.5. The score (77) holds 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 1.1. For many OESE programs, this was recommended as an area of focus.

Maintain/Improve

With a score of 84 overall and an impact of 0.6, ED Staff/Coordination is a higher-performing, higher-impact area. For those programs where scores were generally in the 70s or lower, improving attributes is recommended as a priority.

Technical Assistance (76) is a highly rated driver overall, but has moderately low impact of 0.4. For programs with scores in the mid-70s to 80s, this area should be maintained. Programs scoring in the low 70s and 60s have the opportunity to improve.

Monitor

Technology (74) holds steady this year. With an impact of 0.5, improvements will have a moderate impact on satisfaction. Programs where scores are in the 60s in Technology should focus on improving their performance in that area.

Despite dropping one point, Online Resources (71) scores relatively well. With a moderately high impact of 0.8, this area should be watched, but not necessarily a primary focus.

Maintain

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 third 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 (86). However, it should be noted that a very small sample size was collected as only 11 grantees responded for this program. Scores are quite high across all drivers with ED Staff/Coordination (95) and Online Resources (90) being recognized as relative strengths. Technology (87) was the lowest scoring driver though the score is still very high. The 2013 low-scoring area of reduction of federal paperwork increased 14-points to a score of 78.

National Professional Development Program

Grantees' satisfaction with the National Professional Development Program is three points lower in 2014 (75). Drivers tend to rate above the Department averages with Online Resources (79) comparing most favorably to the Department average score of 71. ED Staff/Coordination (85) rates as a strength though it has declined 8 points from its 2013 score of 93. Down 12 points from 2013, responsiveness to your questions had the sharpest decline of ED Staff/Coordination attributes and is an area of focus. Other drivers maintain similar ratings to 2013 as Online Resources (79), Technology (80), and Documents (81) show no significant movements. In its first year of measurement, Technical Assistance debuts with a score of 80. Scores for helping to build capacity rate comparatively lower than other Technical Assistance measurements.

Office of Career, Technical, and Adult Education (OCTAE)

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

Satisfaction for Adult Education and Family Literacy to the State Directors of Adult Education (AEFLA) drops two points for the second consecutive year to 75 yet still remains among the higher-rated programs. It should be noted that 2014 has fewer respondents with only 20. Driver scores remain stable compared to 2013 with no significant score changes. ED Staff/Coordination (91) continues to be a strength. Particular high scores are noted for knowledge of relevant legislation, regulations, policies, and procedures (94) and accuracy of responses (94). Technical Assistance (84) begins 8 points higher than the Department average score of 76. Among Technical Assistance measurements, grantees are most satisfied with the increased knowledge and awareness regarding key issues. Online Resources (76) ties last year's score as ease of finding materials online (69) remains an area of focus.

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

Satisfaction increases four points to 74 for Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed, putting it five points above the Department average (69). ED Staff/Coordination (89) remains the highest rated driver in 2014 with Documents (81) and Technical Assistance (80) scoring relatively well this year. ED Staff are rated as highly knowledgeable, responsive and accurate in their responses. Collaboration with other ED programs increased significantly (86) in 2014 one year after a significant decline. Documents (81) increased three points directionally with a six point increase for comprehensiveness. Online Resources (70) sees a significant decrease in the ease of submitting information (67) and should be an area of focus. Technology (74) remains stable and includes a ten point increase for reduction of federal paperwork (66); however, it remains a focus.

Institute of Education Sciences (IES)

National Center for Education Research (NCER)

In its first year of measurement, National Center for Education Research has a satisfaction rating of 70, one point above the Department average. ED Staff/Coordination (92) is rated eight points above the Department average with particularly high ratings for knowledge, responsiveness, accuracy, and sufficiency. Contrarily, Online Resources (63) rates eight points below the Department average. Comparatively low scores for ease of submitting information (55) and ease of navigation (60) indicate opportunities for increased focus. Documents (80) is three points above the Department average with organization of information the lowest rated area (78).



National Center for Special Education Research (NCSEER)

This is the first year that this program was measured. National Center for Special Education Research has a satisfaction score of 75, which is six points above the Department average. ED Staff/Coordination (92) rates eight points above the Department average and has particularly high scores for accuracy (95) and collaboration (93). Ratings for Online Resources (70) and Technology (78) are at parity with the Department averages while Documents (83) is six points higher for NCSEER compared to the average. Grantees are particularly satisfied with the organization and sufficiency of information related to the documents. Opportunities for focus lie in Online Resources with comparatively lower scores for ease of submitting information (65), ease of navigation (68), and ability to accomplish what you want (69).

Office of Chief Financial Officer (OCFO)

Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)

In the first year measured, satisfaction is 61, which is eight points below the Department average. In 2014, 26 grantees responded to the survey. As expected, with a lower than average satisfaction score, driver ratings fall below the Department averages. Technology (60) has the largest score differential, 14 points below the average. Reduction in paperwork (50) and effectiveness of automated process (57) rate particularly low among Technology attributes and may be areas of focus. ED Staff/Coordination (74), Online Resources (64), Technical Assistance (68), and Documents (70) consistently rate seven to eight points below the Department averages. Online Resources have an opportunity to improve if positive adjustments are made to the low-scoring areas regarding navigation. As grantees are able to successfully navigate the site, gains will be seen for ease of finding materials and accomplishing the goal of the site visit.

Office of Postsecondary Education (OPE)

American Overseas Research Centers Program (AORC)

Satisfaction is 73 in 2014, the first year of measurement for the American Overseas Research Centers Program. All 10 grantees responded for this program. AORC grantees are particularly satisfied with ED Staff/Coordination as evidenced by a score of 94. Accuracy of responses has a very high score of 98, with all other ED Staff/Coordination scores at or above 89. Grantees also provide high ratings for Information in Application Package (85). Particularly high scores should be noted for deadline for submission (96), dollar limit on awards (95), page limitation instructions (94), and program contact (96). Selection criteria, review process and budget information allow for focus with scores 10 to 20 points below the aforementioned Application Package areas. Online Resources (71) matches the Department average score but falls below the other OPE programs, offering an opportunity to focus on ease of navigation.

Talent Search (TS)

Talent Search satisfaction is 70, 5 points higher from when it was last measured in 2011 and slightly above the Department average score of 69. In 2014, 108 grantees completed the survey. ED Staff/Coordination score (80) increased 11 points from 2011. ED Staff/Coordination areas saw significant improvements since their last measurement. Responsiveness (77) increased 8 points, consistency of responses (74) increased 10 points, and collaboration with other ED programs (80) increased 24 points. Online Resources (77) is up 5 points and rates six points above the average with comparatively high navigation ratings. Ease of submitting information (82) performs above the average score of 73. Technical Assistance (76) is at parity with the Department average but is 3 points lower than what it was three years ago. Areas regarding increasing capacity to implement reform are rated slightly below other attributes. Information in Application Package (86) is rated one point higher than the average and 3 points above the 2011 score. Specific scores regarding the Application Package are on par with the average, all being above 80. Review Process (82) and Budget Information (83) rate slightly below other areas, indicating a possible focus for improvement.



Student Support Services (SSS)

The satisfaction score for Student Support Services in 2014 is 68, a slight increase from when it was measured in 2011 but still below the Department average of 69. Information in Application Package (83) is the program's highest scoring driver with the highest rated areas being program purpose, page limitation instructions, and program contact all at 85. ED Staff/Coordination (80) improved greatly from its 2011 score of 74, and is the second highest rated driver with comparatively high scores for knowledge and accuracy of responses. Focus in this area should involve improving response consistency between ED staff along with the response times. Online Resources (74) is rated three points above the Department average and rates six points higher than the average for ease of submitting information (79). Scores related to navigation are slightly lower than other areas and can be a focus. Technical Assistance (74) is slightly lower than average though includes high scores of 86 both for Funded Tech Assistance Providers and develop, improve, or support promising practices. Capacity issues with department staff (71) is the lowest scoring attribute among Technical Assistance metrics and allows for focus.

Upward Bound (UB)

Upward Bound (69) score is equal to the Department average, but is down 3 points from 2011. ED Staff/Coordination (77) is seven points below the average of 84 and down from its 2011 score (80). Comparatively low scores are noted for responsiveness, accuracy, and sufficiency of responses. Online Resources (76) rates five points above the average and ease of navigation (76) is seven points higher than the average. Technical Assistance (78) falls 4 points below its 2011 score, but is slightly above the current Department average. Information for Application Package (87) is the highest scoring driver in 2014. Specific ratings for Application Package are all high, with scores at or above 84. Grantees are quite satisfied with the application package, which means immediate focus can be devoted elsewhere.

Historically Black Colleges and Universities (HBCU)

Historically Black Colleges and Universities (65) is four points below the Department average and 6 points below its 2012 score of 71. ED Staff/Coordination (73), down 3 points from 2012, is rated eleven points below the Department average. Comparatively lower scores indicate grantees seek increased focus in this area. Particularly lower scores for responsiveness (66) and consistency of responses (67) offer opportunities for improvement. Other driver scores are comparable with the Department averages. Online Resources (72) decreased 3 points from 2012. However ease of submitting information (80) is the highest scoring attribute and saw a 2 point increase from 2012. Grantees indicate some difficulty finding materials online as illustrated by a score of 69. Technical Assistance (73) experienced a 12 point decrease from 2012. Among the attributes, grantees rate help building capacity favorably as increased knowledge, higher quality implementation, and develop, improve, or support existing practices lag with scores 10-14 points lower. Information in Application Package (83), up 2 points from 2012, is the highest scoring driver with grantees indicating especially high satisfaction with program contact (87). An opportunity exists to provide more information regarding the review process (77) due to a comparatively lower score among Application Package attributes.

Office of Special Education Programs (OSEP)

State Directors of Special Education (Part B)

Satisfaction is rated at 63 in 2014, though it should be noted that only 16 grantees responded to the survey. Ratings are very similar compared to 2013. Technical Assistance (79) and ED Staff/Coordination (78) are the highest rated drivers. The score for Collaboration with other ED programs or offices in providing relevant services is 81, up significantly from the 2013 mark of 67. Ratings for Online Resources (53) continue to lag the Department average in 2014. Grantees note especially low ratings for ease of navigation (47) and ease of finding materials online (44). Improvements to navigation can positively impact other aspects of online resources as grantees are more easily able to find their desired information. Technology (66) is rated eight points below the Department average. Grantees seek a reduction in federal paperwork as evidenced by a score of 56. Documents (73) remains stable compared to 2013 with grantee ratings indicating a desire for increased comprehensiveness in addressing the scope of issues faced (67).



Lead Agency Early Intervention Coordinators (Part C)

Satisfaction is down eleven points significantly from 2013 for Lead Agency Early Intervention Coordinators (55). The 2014 score is fourteen points below the Department average CSI (69). ED Staff/Coordination (77) remains in the upper 70s and is the highest scoring driver. Consistency of responses with ED staff from different program offices (67) decreased seven points directionally from 2013. Online Resources (57) and Technology (63) continue to be the lowest rated areas among Lead Agency Early Intervention Coordinators. Continue to focus on the lower scoring areas of these drivers, particularly ease of navigation and reduction in federal paperwork. Documents (66) decreased due to the lower ratings given to clarity, organization of information, and comprehensiveness.

Office of Elementary and Secondary Education (OESE) Improving Teacher Quality State Grants

This program's satisfaction decreased one point directionally to 65 and is now four points below the Department average of 69. ED Staff/Coordination (86) remains the greatest strength with a rating of 90 for accuracy of responses. Grantees are also satisfied with staff responsiveness. Technology (64) has an eight point significant decrease from last year with effectiveness in using technology to deliver its services declining eight points (69). Documents (77) remains similar to 2013 ratings and remains well-organized, relevant and clear. The area of Documents that could be focused upon is the comprehensiveness. The area of Online Resources (64) remains the program's biggest opportunity for improvement, having declined three points in 2014 to 64. In particular, ease of finding materials online (59) fell six points and is the lowest rated area within Online Resources. Technical Assistance (72) rates highest for its effectiveness in helping grantees learn to implement programs. OESE's Technical Assistance (68) declined three points from last year following a five point drop in usefulness of OESE's technical assistance services as a model.

21st Century Community Learning Centers

21st Century Community Learning Centers satisfaction declines eight points directionally to a score of 53. This is 16 points below the Department average and this program remains among the lowest rated. ED Staff/Coordination (76) remains the highest rated area, though it still lags the Department average by eight points. Online Resources (56) declines ten points significantly from 2013. Key declines in ease of finding materials, ease of submitting information, and ease of reading the site are noted when compared to 2013 scores. Technical Assistance (60) is among the lowest scoring drivers with department staff building capacity and increased knowledge regarding key issues particularly low with ratings in the 50s. Technology (63) declines four points directionally as effectiveness of automated process falls 19 points significantly compared to 2013. The rating for Documents (65) slightly increases from 2013 with no notable score movements. Grantees rate organization comparatively higher than detail and comprehensiveness, offering two areas of focus. OESE's Technical Assistance declines six points to 61 as usefulness of OESE's technical assistance services as a model decreases nine points to 54.

Alaska Native Education (ANE) Program

This is the first year that this program was measured. With satisfaction at 66, Alaska Native Education Program is rated three points below the Department average. ED Staff/Coordination (82) is the highest rated area with particularly positive ratings for sufficiency of legal guidance and knowledge. Online Resources, Technical Assistance, and Technology are all rated a 71. Within the Technology specific ratings, effectiveness in using technology and effectiveness of automated process improving reporting are lower-rated areas. The rating for Documents (75) is slightly below the Department average with all areas having scores in the mid 70s. OESE's Technical Assistance (70) is rated higher for the effectiveness in helping to implement grant programs than it is in the usefulness of technical assistance services as a model.



Striving Readers Comprehensive Literacy Program

Striving Readers has a fifteen point directional drop in satisfaction (45), placing the program among the lowest scoring. Only five grantees responded so the results should be interpreted with that in mind. All drivers rate below the Department average, though year-over-year score fluctuations are more likely when the number of respondents is lower than comparable programs. ED Staff/Coordination (73) was recognized as a general strength though the score still lags the Department average by eleven points. Grantees rated them as highest for providing sufficient legal guidance in responses. Online Resources (59) and Documents (57) are the lowest rated drivers. Specific low scores exist within Online Resources for ability to accomplish objectives of the site visit (49) and ease of submitting information to ED via the web (58). Technical Assistance (61), Technology (65), and OESE's Technical Assistance (60) are all comparably rated in the low to mid 60s. Relatively lower scoring areas exist for increased knowledge regarding key issues, effectiveness in using technology to deliver services, and usefulness of OESE's technical assistance services as a model.

Mathematics and Science Partnerships

Satisfaction with Mathematics and Science Partnerships declined six points (72) but still remains above the Department average of 69. All program driver scores are higher than the department averages with a particularly high rating for ED Staff/Coordination (90). Grantees are especially pleased with the knowledge and accuracy of ED Staff. Online Resources (78) is directionally lower than 2013, though it continues to compare favorably to the average of 71. Program respondents indicate greater ease of finding materials online (79). Technical Assistance (80) rates highly in the area of higher quality implementation of this program. Technology (79) declined five points from last year following a matching five point decrease in ED's effectiveness in using technology to deliver its services. Documents (81) retains its high marks though relevance declines eight points significantly from 2013 to a score of 81. This is the only statistically significant score movement comparing 2014 to 2013. OESE's Technical Assistance (74) is at parity with the Department average.

Payments for Federally Connected Children (Section 8003)

Satisfaction for Payments for Federally Connected Children (Section 8003) declines eight points to 64, which is five points below the Department average. Driver scores are stable compared to 2013, though they do contain some downward directional movements. ED Staff/Coordination remains the highest rated driver at 81. Grantees rate accuracy and knowledge comparatively higher than other aspects of ED Staff. Online Resources is the next highest rated area with a score of 72, down five points from 2013. A lower rating for ease of finding materials online is noted and can be an area of focus. Technical Assistance (69) is rated seven points below the Department average. Technology (69) fell six points from 2013, led by an eight point decline in ED's quality of assistance. Documents (70) dropped seven points year-over-year and experienced a couple of significant declines in the areas of clarity and organization of information. All aspects of Documents are rated similarly, with scores around 70. The program's grantees rate OESE's Technical Assistance below the Program average for OESE with a score of 68. Similar to other departments, usefulness of OESE's technical assistance services as a model is the lowest rated aspect of OESE's Technical Assistance with a score of 58.



Payments for Federal Property (Section 8002)

Payments for Federal Property (Section 8002) has a seven point decline in satisfaction to 68 and is one point lower than the Department average. Similar to other departments, ED Staff/Coordination (77) is among the highest scoring drivers though the score is seven points below the Department average. Compared to 2013, collaboration with other ED programs fell thirteen points significantly in 2014 to a score of 75. Online Resources (72) is rated below the 2013 mark of 77, but remains one point higher than the Department average. All areas within Online Resources declined four to six points in 2014 but remain at or above 70. Technical Assistance (81) is the highest rated driver with a score five points above the Department average. Ratings indicate that increased knowledge and higher quality implementation of the program are positive aspects of Technical Assistance. Technology (70) fell nine points significantly from 2013 and is four points below the Department average. The two areas of ED's effectiveness in using technology to deliver services and ED's quality of assistance contributed to the yearly score decrease with significant downward movement. Documents (75) is stable compared to 2013 without any notable score changes, though organization of information directionally decreased five points from last year. Similar to other departments, usefulness of OESE's technical assistance services as a model is the lowest rated aspect of OESE's Technical Assistance.

Race to the Top (Early Learning Challenge Fund)

Satisfaction in 2014 is 73, down three points from 2013 though it should be noted that 2013 only included three respondents. There are 17 respondents in 2014, which is a much higher response rate than last year. ED Staff/Coordination (90) is the highest rated driver and scores six points above the Department average of 84. Grantees are most satisfied with accuracy and consistency of responses from different program offices. Online Resources (75), Technical Assistance (77), Technology (77), and Documents (75) all have similar ratings in the mid 70s. Within Online Resources, ease of submitting information to ED via the web offers an area of focus due to comparatively lower scores than other areas within the driver. Within Technical Assistance, grantees rated Department-Funded Technical Assistance providers 10 points lower than Department Staff in helping build capacity to implement reform. Among areas of Technology, a comparatively lower score indicates program respondents seek a reduction in federal paperwork. OESE's Technical Assistance (81) is rated seven points above the Department average.

Indian Education Formula Grants to Local Education Agencies & National Activities

With a satisfaction score of 80, Indian Education Formula Grants to Local Education Agencies continues to remain one of the highest rated programs within ED. The program is at or above the Department average in all drivers with particular strengths relative to other ED programs in Online Resources (85) and Technology (87). The area of ease of submitting information to ED via the web (91) outpaces the average by 18 points. Similar to other programs, one continued area of focus within Technology is the expected reduction in federal paperwork, but does rate significantly higher than the department average (66). Technical Assistance (76) is at parity with the Department average with its relative strength being the higher quality implementation of this program. All areas of Documents (83) rate in the mid 80s, indicating general satisfaction from the grantees. OESE's Technical Assistance (81) is rated seven points above the average though similar to other programs, has a comparatively lower rating for usefulness than effectiveness.



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

Migrant Education Program (MEP) – Title I, Part C has satisfaction of 68, one point below the Department average of 69 and up four points from 2013. There was an increase of 12 respondents (to 34) following a drop to 22 responses in 2013. ED Staff/Coordination (83) improved eight points directionally and is now in line with the Department average of 84. The eight point improvement was led by a thirteen point significant gain for responsiveness to your questions (81). Online Resources (66) gained six points from 2013 though still lags the average by five points in 2014. Grantee scores indicate opportunity to focus on ease of navigation and ease of finding materials online. Expect these scores to increase as grantees are able to more easily submit information to ED via the web. Technical Assistance (80) is rated four points above the average with all areas near 80. Technology (70) has no yearly change in the score and remains four points below the average. While grantees indicate a directional improvement in quality of assistance and effectiveness of automated process, respondents indicate a slightly lower score for expected reduction in federal paperwork. Documents (76) is rated similarly to the average, only one point below. Comprehensiveness of the documents scores slightly below other aspects of Documents. An increase in effectiveness and decrease in usefulness compared to 2013 led to a similar overall rating for OESE's Technical Assistance (70).

High School Equivalency Program (HEP) – Migrant Education

Satisfaction remains consistent with last year's score of 80 for High School Equivalency Program (HEP) – Migrant Education. The program is among the highest rated and has maintained the high level from 2013. All drivers for this program outpace the Department averages with specific strengths in Online Resources (86) and Documents (89). ED Staff/Coordination (87) retains its high scores, though had a couple of directional score decreases for knowledge and accuracy. Online Resources (86) gained eleven points significantly compared to 2013. All aspects of online resources improved notably and this remains a strength for the program. Technical Assistance (84) is rated eight points above the Department average with driver specific scores in the mid 80s. Technology (86) continues to rate higher than the average and has increased five points from last year. A significant year-over-year increase is noted for ED's effectiveness in using technology to deliver its services. Excellent ratings in the key-driver area of Documents (89) lead the overall high satisfaction. In this area, attributes are all rated between 88 and 90 indicating consistently strong performance throughout all aspects of Documents. OESE's Technical Assistance (86) is twelve points above the Department average and is among the highest scoring of all programs measured.

Safe and Supportive Schools Program

Results for Safe and Supportive Schools Program are based on a small number of respondents (8). However, this accounts for 73 percent of all potential respondents and should be considered representative of the program. Satisfaction declined four points directionally this year to 73, but remains higher than the Department average of 69. ED Staff/Coordination (81) is among the program's highest rated drivers though is three points below the average. Comparatively lower scores indicate program respondents have specific concerns with the consistency of responses and collaboration with other ED programs. Online Resources (64) remains consistent with last year's ratings and is seven points below the Department average. Technical Assistance is a strength of the program with specific high scores for higher quality implementation of this program and state was able to develop, improve, or support promising practices. Technology (65) is a focus due to the low driver score and particularly low scores for ED's effectiveness in using technology to deliver its services and expected reduction in federal paperwork. Ratings for Documents (78) and OESE's Technical Assistance (81) had minimal year-over-year score movement.



Carol White Physical Education Program (PEP)

Satisfaction for Carol White Physical Education Program declines two points directionally from last year to 70 and is one point above the Department average. For the most part, the driver areas were also on par with Department's scores, generally 1 to 2 points below. ED Staff/Coordination (83) is up slightly from last year with highest ratings in the areas of knowledge, accuracy, and collaboration. Online Resources (69) is down three points directionally from 2013 as all areas fell three to five points from last year. Technical Assistance (74) has comparatively high marks for quality of implementation. Technology (74) is on par with the Department and is rated highest for ED's effectiveness in using technology to deliver its services. The areas of effectiveness of automated process improving reporting and expected reduction in federal paperwork are areas of focus with relatively lower scores within Technology. Documents (75) is stable compared to its 2013 score, down one point. OESE's Technical Assistance (73) is down three points from 2013 with usefulness rated below effectiveness.

Elementary and Secondary School Counseling Program

Satisfaction with the Elementary and Secondary School Counseling Program gains three points directionally from last year (75) and is six points above the Department average. It should be noted that the number of responses is down to 23 in 2014, but this does account for 66 percent of all potential respondents. No statistically significant changes are noted when comparing 2013 and 2014 scores. ED Staff/Coordination (87) remains the highest rated driver with especially high scores for accuracy and knowledge. Online Resources (73) is two points below the 2013 score but two points higher than the 2014 Department average. Areas of opportunity are ease of finding materials online and ease of submitting information to ED via the web. With a score of 81, Technical Assistance is rated five points above the average and has the highest marks for higher quality implementation of this program. Technology (70) is below the average of 74 with the key areas of focus being effectiveness in using technology to deliver services and expected reduction in federal paperwork. Documents (75) declines four points led by a nine point drop in clarity. The program rated OESE's Technical Assistance (82) eight points above the Principal Office rating following a nine point increase from 2013.

School Improvement Fund

The measure of satisfaction with School Improvement Fund slipped six points to 63, which is six points below the Department average. All drivers are rated below the Department averages and contain no year-over-year significant score movements. ED Staff/Coordination (80) is the highest rated driver but is four points below the Department average. A nine point gain was noted for ED Staff responsiveness. A three point year-over-year decline is noted for Online Resources (67). Key areas of focus remain ease of finding materials and ease of navigation. Technical Assistance (75) is slightly below the average. Technology (68) has no change from 2013 and remains six points below the Department average. Grantees provide comparatively low ratings for reduction in federal paperwork and effectiveness of automated process in improving reporting. Technology and Online Resources are the lowest scoring drivers and should be a focus moving forward as improving the ease of completing objectives can positively lift overall satisfaction. Documents (73) declines two points directionally in 2014 and is four points below the average. Grantee scores indicate a notable change for organization of information, down eight points. OESE's Technical Assistance (74) is at parity with the Department average.



Improving Basic Programs Operated by Local Educational Agencies - Title I

The satisfaction measure for Title I declines five points to 63, which is six points below the Department average. It should be noted that only 18 grantees responded to the survey. Drivers' scores tended to trend downwards compared to 2013, but the score movements were only directional. Similar to most programs, ED Staff/Coordination has the highest rating at 83. Scores indicate grantees seek additional responsiveness to their questions. Online Resources (62) is the only driver to show an improvement from 2013, however the score is still nine points below the average. Grantees provide ratings in the 50s for ease of finding materials online, ease of navigation, and ability to accomplish what you want on the site. Low scores indicate opportunities to improve the experience for the grantees and should be a focus moving forward. Technical Assistance (73) is rated three points below the average. Technology (65) declined six points from 2013 as quality of assistance fell twelve points year-over-year. Grantees continue to rate reduction in federal paperwork (51) much lower other areas within Technology. The rating for Documents (71) dropped ten points in 2014 due to significant declines for organization and relevance. These areas were strengths within Documents for the Title I program during 2013 and any adjustments made over the previous year should be reviewed for opportunities to improve the experience for the grantees. OESE's Technical Assistance (69) decreased nine points and usefulness as a model remains the lower scoring area within the driver.

English Language Acquisition State Grants (Title III State Formula Grants)

The satisfaction measure with English Language Acquisition State Grants - Title III declined by two points to 61 and remains one of the lower rated programs in terms of satisfaction. ED Staff/Coordination (82) gained six points from 2013 and is now only two points below the Department average. A statistically significant improvement is noted for knowledge of ED Staff. Online Resources (64) increased four points from last year but still falls below the average of 71. Comparatively low scores for navigation related attributes indicate an opportunity for increased focus to improve the online experience for program grantees. Technical Assistance (70) is rated six points below the Department average with all areas having similar scores around 70. Technology (70) is consistent with the 2013 rating though effectiveness in using technology declined ten points directionally. The rating for Documents increased one point in 2014 to 69. Relatively lower scores remain comprehensiveness and sufficiency of detail, though grantees provide slightly higher marks for organization and relevance of the documents. OESE's Technical Assistance (72) gained six points from 2013 in usefulness in serving as a model.

Education for Homeless Children and Youth – McKinney-Vento

Satisfaction for Education for Homeless Children increased two points to 77 and remains one of the higher rated programs. It should be noted that only 19 grantees responded to the survey in 2014. ED Staff/Coordination (89) declined five points significantly though still remains above the Department average. Among the ED Staff attributes, only sufficiency of legal guidance fell notably, though all ratings trended downward from 2013. Online Resources (76) improved four points from 2013 with directional improvements in all areas other than ease of submitting information to ED via the web. Technical Assistance has an exceptional rating of 92 which is sixteen points above the Department average. Increased knowledge/awareness regarding key issues and higher quality implementation both have scores of 97 and are key strengths of the Technical Assistance for this program. Technology (79) declined two points due to a statistically significant drop in effectiveness of automated process (76). While this area fell year-over-year, it still remains four points above the average of 72. Documents (83) remains among the highest scoring drivers for this program. Clarity of documents (78) fell eight points significantly and should be reviewed if any changes will be implemented. OESE's Technical Assistance (85) retains its high mark in 2014.



Neglected and Delinquent State and Local Agency Programs

Satisfaction for Neglected and Delinquent State and Local Agency Programs slightly declined two points to 70, which is just above the Department average. It should be noted that only 14 grantees responded to the 2014 survey, down from 20 respondents in 2013. ED Staff/Coordination (88) and Technical Assistance (83) are areas where the program outperforms the Department average. ED Staff were rated highest for their knowledge and collaboration with both scores at or above 90. Technical Assistance is highly rated for the quality of implementation but lags in the staff's help building capacity to implement reform with a score of 64. Online Resources (69) is stable compared to last year's score with no notable score movements. Online Resources is rated highest for ease of submitting information though ease of navigation lags the other areas. Technology (69) gains two points in 2014 as effectiveness of automated process in improving reporting gains eleven points. Focus in this area should remain on a reduction in federal paperwork as it is rated 20-plus points below the other areas of Technology. The rating for Documents (78) remains consistent with the prior year with all areas having ratings in the upper 70s. OESE's Technical Assistance (77) declines two points but remains above the Department average.

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

Satisfaction with Rural and Low Income School Program gains three points to 74 and is now five points above the Department score of 69. It should be noted that this program had a very low number of respondents in 2014 with only 9. ED Staff/Coordination (90) is the highest rated driver and a strength of the program. High marks for accuracy, knowledge, and consistency of responses is noted by grantee respondents. Online Resources (76) gains nine points directionally as freshness of content increases notably from 2013. Focus should be placed in improving the ease of finding materials online as scores indicate this aspect rates below other areas of Online Resources and five points below department average. Technical Assistance (80) is rated four points above the Department led by a score of 87 for the staff's help in building capacity to implement reform. The rating for Technology slipped six points to 72 as reduction in federal paperwork declined significantly 23 points to 44 and should be considered an area of focus. The rating for Documents (73) falls six points from 2013. Sufficiency of detail is the lowest rated area of documents and may be a point of focus. OESE's Technical Assistance (79) increased directionally and is now five points higher than the Department average in 2014.

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

Satisfaction with the REAP Small Rural School Achievement Program is among the highest rated programs with a score of 83, gaining 22 points from 2013. It should be noted that only eight grantees responded to the survey which can contribute to a lack of stability in scores. Significant gains in Documents (89) drive the year-over-year satisfaction increase. All areas of Documents had notable gains and now all have ratings of 89 or 90. This strength should be viewed as meeting the needs of grantees in 2014. ED Staff/Coordination (85) receives high marks for knowledge and sufficiency of legal guidance but comparatively lower ratings for consistency of responses with ED staff and collaboration with other ED programs. Online Resources (79) has favorable ratings compared to the average with particularly high scores for freshness of content, ability to accomplish visit goals, and ease of reading the site. Technical Assistance (75) receives a lower rating for department funded technical assistance providers helping to build capacity relative to the other technical assistance areas measured. Technology (82) gains 16 points from 2013 as reduction in federal paperwork experiences the greatest score improvement of 17 points in 2014. Small Rural School Achievement Program rated OESE's Technical Assistance 87, which is thirteen points above the Principal Office's average.

Appendix A: Questionnaire

U.S. Department of Education 2014 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 experience as a grant recipient of the **[Program Name from Q1]** and the ways we can improve our service to you.

CFI Group and the Department of Education will treat all information in a secure fashion. 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 THE RESPONDENT WILL RECEIVE.

Note that individuals will be asked to respond based on their experiences with the program (e.g., OELA) vs. the individual research centers.

Q1. PROGRAM RESPONDENTS WILL BE ANSWERING QUESTIONS FOR:

Office of English Language Acquisition (OELA)

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

Office of Career, Technical, and Adult Education (OCTAE)

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

Institute of Education Sciences (IES)

5. National Center for Education Research (NCER)
6. National Center for Special Education Research (NCSEER)

Office of Chief Financial Officer (OCFO)

7. Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)

Office of Postsecondary Education (OPE)

8. American Overseas Research Centers Program (AORC)
9. Talent Search (TS)
10. Student Support Services (SSS)
11. Upwards Bound (UB)
12. Historically Black Colleges and Universities (HBCU)

Office of Special Education Programs (OSEP)

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

Office of Elementary and Secondary Education (OESE)

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

When answering the survey, please only think about your interactions with [ANSWER FROM Q1]. (Note: **Individuals will be asked to respond based on their experiences with the program (e.g., OELA) vs. the individual research centers).**)

ED Staff

[INTRO IF Q1=1-7, 13-35]

Please think about the interactions you have had with senior [PROGRAM NAME from Q1] officers (e.g. the Director of the Office that administers this grant program) and/or other [PROGRAM NAME from Q1] staff.

PLEASE NOTE: This does not include technical assistance to states to build state capacity to implement education reforms, such as regional labs, national associations, contractors, etc. (Note: Do not include statement for IES)

[INTRO IF Q1=8-12]

Please think about the interactions you have had with senior [PROGRAM NAME from Q1] officers (e.g. the Director of the Office that administers this grant program) and/or other [PROGRAM NAME from Q1] staff.

PLEASE NOTE: This does not include technical assistance to states to build state capacity to implement education reforms, such as regional labs, national associations, contractors – including those that service G5, grants.gov, etc.

[Q2-8 ALL PROGRAMS]

On a scale from 1 to 10, where “1” is “Poor” and “10” is “Excellent,” please rate the senior [PROGRAM NAME from Q1] officers’ and/or other [PROGRAM NAME from Q1] 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 [PROGRAM NAME from Q1] staff from different program offices

Q7. Collaboration with other [PROGRAM NAME from Q1] 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 [PROGRAM NAME from Q1].

Technical Assistance to States to Build State Capacity to Implement Education Reforms

[ASK Q9a IF Q1=1-7, 13-35]

Q9a. Does this grant program have an education reform focus (e.g., college and career-ready standards and assessments; differentiated recognition, accountability, and support systems; effective teachers and leaders; turning around the lowest-performing schools; data systems to support instruction)?

1. Yes
2. No (SKIP TO Q15)
3. Don’t know (SKIP TO Q15)

[ASK Q9b IF Q1=8-12]

Q9b. Do you have interaction regarding technical assistance to states building state capacity to implement education reforms (e.g., regional labs, comprehensive centers, equity assistance centers, national associations, U.S. Department of Education-funded contractors such as those that service G5, grants.gov, etc.) separate from **[PROGRAM NAME from Q1]** staff?

1. Yes
2. No (SKIP TO Q15)
3. Don't know (SKIP TO Q15)

[Q10-14 ALL PROGRAMS]

Q10. Please rate the extent to which the technical assistance services provided by DEPARTMENT STAFF have helped build your state capacity to implement education reforms (e.g., college and career-ready standards and assessments; differentiated recognition, accountability, and support systems; effective teachers and leaders; turning around the lowest-performing schools; data systems to support instruction). Use a 10-point scale where "1" is "no impact" and "10" is "very high impact".

Here are examples of technical assistance that DEPARTMENT STAFF might provide: Non-regulatory guidance; Frequently asked questions (FAQs); Non-regulatory guidance/FAQ addenda; Help desk; Listserv; Outreach; Training (webinars, Director meetings, conference workshops); Consultative services (teleconferences, on-site meeting, video conferences); Peer-to-Peer information sharing among grantees.

Q11. Please rate the extent to which the technical assistance services provided by DEPARTMENT-FUNDED TECHNICAL ASSISTANCE PROVIDERS have helped build your state capacity to implement education reforms. Department-funded technical assistance providers include regional labs, comprehensive centers, equity assistance centers, national associations, U.S. Department of Education-funded contractors, etc. Use a 10-point scale where "1" is "no impact" and "10" is "very high impact".

Here are examples of technical assistance that DEPARTMENT-FUNDED TECHNICAL ASSISTANCE PROVIDERS might offer: Training (webinars, workshops, and conferences); Consultative services (teleconferences, on-site meetings, video conferences); Facilitation services; Providing experts to teach skills and advise in their areas of specialization.

Given the technical assistance provided by both Department staff and Department-funded technical assistance providers, to what extent have you been able to accomplish the following RESULTS? Use a 10-point scale, where "1" is "no results" and "10" is "very high results".

Q12. Increased knowledge/awareness regarding key issues in education reform.

Q13. Higher quality implementation of this program.

Q14. Our state was able to develop, improve or support promising practices.

[Q15-20 ALL PROGRAMS]

Online Resources

Please think about your experience using **[PROGRAM NAME from Q1]**'s online resources. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the:

- Q15. Ease of finding materials online
- Q16. Ease of submitting information to **[PROGRAM NAME from Q1]** via the web (e.g., grant applications, annual reports, and accountability data)
- Q17. Freshness of content
- Q18. Ability to accomplish what you want on the site
- Q19. Ease of reading the site
- Q20. Ease of navigation

[Q21-22 ALL PROGRAMS]

Technology

Q21. Now think about how **[PROGRAM NAME from Q1]** 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 **[PROGRAM NAME from Q1]**'s effectiveness in using technology to deliver its services.

(Ask Q22 only if Q21 is rated < 6)

Q22. Please describe how **[PROGRAM NAME from Q1]** could better use technology to deliver its services.

[ASK Q23-26 ONLY IF Q1=1-4, 7, 13-35]

Q23. Think about how **[PROGRAM NAME from Q1]** is working with the states and LEAs to develop an automated process to share accountability information. Please rate the quality of this assistance from **[PROGRAM NAME from Q1]**. Use a 10-point scale where "1" is "Poor" and "10" is "Excellent."

Q24. 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."

Q25. 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

Q26. How much of a reduction in federal paperwork do you expect over the next few years because of **[PROGRAM NAME from Q1]**'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 intro text ONLY IF Q1=1-4, 7, 13-35]

Documents

Think about the documents (e.g., publications, guidance, memoranda, and frequently asked questions) you receive from **[PROGRAM NAME from Q1]**.

[ASK intro text ONLY IF Q1=5 or 6]

Documents

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

[ASK Q27-Q31 IF Q1=1-7, 13-35]

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

Q27. Clarity

Q28. Organization of information

Q29. Sufficiency of detail to meet your program needs

Q30. Relevance to your areas of need

Q31. Comprehensiveness in addressing the scope of issues that you face

[ASK Q32-Q41 IF Q1=8-12]

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”.

Q32. Program Purpose

Q33. Program Priorities

Q34. Selection Criteria

Q35. Review Process

Q36. Budget Information and Forms

Q37. Deadline for Submission

Q38. Dollar Limit on Awards

Q39. Page Limitation Instructions

Q40. Formatting Instructions

Q41. Program Contact

[ASK Q42-45 ONLY TO ALL TO ALL OESE PROGRAMS Q1 = 15-35]

Q42. 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.”

- Q43. 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.”
- Q44. 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)
- Q45. 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)

[Q46-Q48 ALL PROGRAMS]

ACSI Benchmark Questions

Now we are going to ask you to please consider ALL of [PROGRAM NAME from Q1]’s products and services and not only those we just asked about.

- Q46. Using a 10-point scale on which “1” means “Very Dissatisfied” and “10” means “Very Satisfied,” how satisfied are you with [PROGRAM NAME from Q1]’s products and services?
- Q47. Now please rate the extent to which the products and services offered by [PROGRAM NAME from Q1] 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."
- Q48. Now forget for a moment about the products and services offered by [PROGRAM NAME from Q1], and imagine the ideal products and services. How well do you think [PROGRAM NAME from Q1] 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.

Q49. Overall, when I think of all of [PROGRAM NAME from Q1]’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

Q50. In the past 6 months, have you issued a formal complaint to **[PROGRAM NAME from Q1]** to express your dissatisfaction with the assistance you've received from an **[PROGRAM NAME from Q1]** staff member?

1. Yes
2. No

Q51. Finally, please describe how **[PROGRAM NAME from Q1]** 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 1-12 CUSTOM QUESTIONS CONCERNING THEIR PROGRAM

Again, only think about your interactions with of **[PROGRAM NAME from Q1]** when answering the following questions.

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

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

Q1. What recommendations would you like to 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 BELOW

Q1. What recommendations would you like to 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 OCTAE. 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 OCTAE 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 OCTAE. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent", please rate the information provided at these conferences 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 does 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 OCTAE. 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 OCTAE 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 OCTAE last year (i.e., Virtual Data Quality Institute 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 OCTAE. 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 revisions to OCTAE. (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 OCTAE do over the next year to meet your state's technical assistance and program improvement needs? (Open end)

ONLY IF Q1=5 National Center for Education Research (NCER) ASK 1-6 BELOW

1. How many grants have you received from the Institute of Education Sciences (IES)?
 - a. 1
 - b. 2 or more

2. Please think about the interactions you have had with IES program officers. On a 10 point scale, where "1" is "poor" and "10" is "excellent," how would you rate the help you received in each of the following areas? **(Note: Be sure to include a "Not Applicable" option)**
 - a. Understanding application requirements
 - b. Discussing or reviewing your draft proposal
 - c. Interpreting the comments your application received from peer review
 - d. Identifying ways to strengthen your research design or methods
 - e. Solving problems you encounter with your grant project (e.g., trouble recruiting sample, personnel changes, etc.)
 - f. Modifying or extending your grant award
 - g. Discussing options for publication and dissemination

3. Please describe how IES program officers could improve the help they provide. (Open ended)

4. Please think about the accessibility of IES program officers. On a 10 point scale, where "1" is "Not at all accessible" and 10 is "very accessible," how would you rate them?

5. Please think about the recent one-day, Principal Investigator meetings you have attended. On a 10 point scale, where "1" is "poor" and "10" is "excellent," how would you rate each of the following?
 - a. Presentations by IES and ED leadership
 - b. Researcher-led presentations on findings, methods or special topics
 - c. One-on-one or small group meetings with IES program officers
 - d. Opportunities to interact with other IES grantees
 - e. Laptop or poster presentations

6. Please describe how the annual Principal Investigator meetings could be improved. (Open ended)

ONLY IF Q1=6 National Center for Special Education Research (NCSER) ASK 1-6 BELOW

1. How many grants have you received from the Institute of Education Sciences (IES)?
 - a. 1
 - b. 2 or more

2. Please think about the interactions you have had with IES program officers. On a 10 point scale, where "1" is "poor" and "10" is "excellent," how would you rate the help you received in each of the following areas? (Note: Be sure to include a "Not Applicable" option)
 - a. Understanding application requirements
 - b. Discussing or reviewing your draft proposal
 - c. Interpreting the comments your application received from peer review
 - d. Identifying ways to strengthen your research design or methods
 - e. Solving problems you encounter with your grant project (e.g., trouble recruiting sample, personnel changes, etc.)
 - f. Modifying or extending your grant award
 - g. Discussing options for publication and dissemination

3. Please describe how IES program officers could improve the help they provide. (Open ended)

4. Please think about the accessibility of IES program officers. On a 10 point scale, where "1" is "Not at all accessible" and 10 is "very accessible," how would you rate them?

5. Please think about the recent one-day, Principal Investigator meetings you have attended. On a 10 point scale, where "1" is "poor" and "10" is "excellent," how would you rate each of the following?
 - a. Presentations by IES and ED leadership
 - b. Researcher-led presentations on findings, methods or special topics
 - c. One-on-one or small group meetings with IES program officers
 - d. Opportunities to interact with other IES grantees
 - e. Laptop or poster presentations

6. Please describe how the annual Principal Investigator meetings could be improved. (Open ended)

ONLY IF Q1=7 Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG) ASK 1-6 BELOW

1. On a 10-point scale where "1" is poor and "10" is excellent, please rate the Department of Education Indirect Cost Group Staff in the following areas:
 - a. Knowledge of applicable regulations and guidance regarding indirect cost rates.
 - b. Timeliness of responses for technical assistance.
 - c. Timeliness of providing indirect cost rates.
 - d. Professionalism and Courtesy of the staff.

2. Has the Cost Allocation Guide for State and Local Governments (dated September 2009) been a useful tool to assist with the preparation of your indirect cost rate submission and LEA plans?
 - a. Yes
 - b. No

3. Are there any recommendations you have for improvement of this guide? **(Open End)**

4. Would you be agreeable to a standardized computerized indirect rate submission format?
 - a. Yes
 - b. No

5. **(if Q4=b)** Please indicate the reason(s) why not.

6. What improvements would you suggest to help provide for a more timely receipt of the indirect cost rate agreements? **(Open End)**

ONLY IF Q1=8 American Overseas Research Centers Program (AORC) ASK 1-8 BELOW

Using a 10-point scale where 1 means “not competent”, and 10 means “highly competent”, please rate the program officer’s performance on the following items.

The program officer:

1. Provides technical assistance that is clear and thorough, based on program officer’s subject matter expertise.
2. Understands the legislative purpose and role of the overseas research centers.
3. Explains how to submit interim and annual performance reports into the International Resource Information System (IRIS).
4. Understands the contexts in which the overseas research centers operate.
5. Encourages the centers to disseminate best practices and project highlights to U.S. and overseas constituencies.
6. Monitors progress towards project goals.
7. Makes suggestions to improve efficiency and effectiveness.
8. Provides feedback on your specific project that is both reasoned and reasonable.

ONLY IF Q1=9 Talent Search ASK 1-9 BELOW

1. In interacting with the U.S Department of Education (ED) Talent Search (TS) program specialist responsible for overseeing your grant, please rate service/support in the following areas on a 1 to 10 scale where 1 means Poor and 10 means Excellent.

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

- a. Knowledge of relevant legislation, regulation, policies and procedures, including updated programmatic knowledge as necessitated by HEOA (Higher Education Opportunity Act).
 - b. Responsiveness to your inquiries (by email, telephone, letter etc.)
 - c. Ability to assist you in interacting with institutional officials, if necessary in the resolution of critical internal programmatic issues.
 - d. Knowledge of the annual performance report.
 - e. Ability to assist with questions about the completion and submission of the report.
 - f. Processing of administrative action request, including change in key personnel and budget revisions, within 30 days.
2. In interacting with the U.S Department of Education (ED) Talent Search (TS) program specialist responsible for overseeing your grant, please rate the service /support in the following areas on a 1 to 10 scale where 1 means Poor and 10 means Excellent.

If you did not receive information or feedback in an area please select "N/A"

- a. Compliance Issues
 - b. Fiscal Issues
 - c. Grant Management Issues
 - d. Evaluation Issues
 - e. No-Cost Extension Issues
 - f. Annual Performance Report
 - g. Project Director's Meeting at COE
3. In interacting with the U.S Department of Education (ED) Talent Search (TS) program Annual Performance Report (APR) helpdesk responsible for assisting you with technical issue on the website, please rate the service /support in the following areas, again using a 1 to 10 scale.
 - a. CBMI assistance with technical Issues
 - b. Assistance with the website
 4. On a 10-point scale, where "1" is "poor " and "10" is "excellent", please rate the technical assistance provided by the program specialist assigned to your grant on the following:
 - a. Technical Assistance
 - b. Timeliness of responses
 - c. Clarity of information
 - d. Usefulness to the program

5. Think about your experience seeking information from the Talent Search Program website <http://www2.ed.gov/programs/triotalent/index.html> . Using a 10 point scale, where “1” is poor and “10” is excellent; please rate the website on the following:
 - a. Organization of information.
 - b. User friendliness.

6. Please respond “yes or no” to rate the ED program updates at COE conference?
 - a. Was the information presented to you effective?
 - b. Were all your questions and or concerns addressed?

7. Do you have any suggestions for simplifying the Annual Performance Report process? (Open-end)

8. How frequently would you like to have in-person meetings, webinars or other means of technical assistance?
 - a. Quarterly
 - b. Annually
 - c. Bi-annually

9. Please name area(s) in the Talent Search program that the technical assistance or individualized support received helped you improve? (Open-end)

ONLY IF Q1=10 Student Support Service ASK 1-2 BELOW

1. In interacting with the U.S. Department of Education (ED) Student Support Services (SSS) program specialist responsible for overseeing your grant, please rate the service/support in the following areas on a 1 to 10 scale where 1 means Poor and 10 means Excellent.

If a service area does not apply, please select "N/A".

- a. Knowledge of relevant legislation, regulations, policies and procedures, including updated programmatic knowledge as necessitated by HEOA
 - b. Responsiveness to your inquiries (by email, telephone, letter, etc.)
 - c. Ability to assist you in interacting with institutional officials, if necessary, in the resolution of critical internal SSS program issues
 - d. Ability to interpret legislation and regulations, specifically, on the administration (including calculation of correct institutional match, if applicable) and assistance with procedures for distribution of grant aid monies
 - e. Knowledge of the SSS annual performance report.
 - f. Ability to assist with questions about the completion and submission of the report
 - g. Processing of administrative action requests, including change in key personnel and budget revisions, within 30 days
 - h. Ability to respond to all issues raised based solely on interpretation of laws, regulations and Department policies without personal bias or administrative preference
2. Please provide any additional comments on your assigned SSS program specialist. (Open-end)

ONLY IF Q1=11 Upward Bound (UB) ASK 1-2 BELOW

1. In interacting with the U.S. Department of Education (ED) Upward Bound (UB) program specialist responsible for overseeing your grant, please rate the service/support on a scale from 1 to 10 where 1 is Poor and 10 is Excellent on the following areas.

If a service area does not apply, please select "N/A".

- a. Knowledge of relevant legislation, regulations, policies and procedures, including updated programmatic knowledge as necessitated by HEOA
 - b. Responsiveness to your inquiries (by email, telephone, letter, etc.)
 - c. Ability to assist you in interacting with institutional officials, if necessary, in the resolution of critical internal programmatic issues
 - d. Knowledge of the annual performance report.
 - e. Ability to assist with questions about the completion and submission of the report
 - e. Processing of administrative action requests, including change in key personnel and budget revisions, within 30 days.
 - f. Ability to respond to all issues raised based solely on interpretation of laws, regulations and Department policies without personal bias or administrative preference
2. Please provide any additional comments on the Upward Bound program specialist who worked with you.
(Open-end)

ONLY IF Q1=12 Historically Black Colleges and Universities (HBCU) ASK 1-7 BELOW

1. Think about your experience seeking information from the HBCU Program website. Using a 10 point scale, where “1” is poor and “10” is excellent; please rate the website on the following:
 - a. Ability to navigate the information needed.
 - b. User friendliness.
2. In interacting with the HBCU program officer responsible for overseeing your grant, please rate the service/support in the following areas using a scale from 1 to 10 where 1 is Poor and 10 is Excellent:

If a service area does not apply, please select “N/A”

- a. Knowledge of relevant legislation, regulation, policies and procedures, including updated programmatic knowledge as necessitated by HEOA (Higher Education Opportunity Act).
 - b. Responsiveness to your inquiries (by email, telephone, letter etc.)
 - c. Knowledge of the annual performance report.
 - d. Ability to assist with questions about the completion and submission of the report.
 - e. Processing of administrative action request, including change in key personnel and budget revisions, within 30 days.
3. What suggestions do you have for improving the annual performance report? **(Open-end)**
 4. In interacting with the HBCU program officer responsible for overseeing your grant, please rate the service/support in the following areas on a scale from 1 to 10 where 1 is Poor and 10 is Excellent:

If you did not receive information or feedback in an area please select “N/A”

- a. Compliance Issues
 - b. Fiscal Issues
 - c. Grant Management Issues
 - d. Evaluation Issues
 - e. No-Cost Extension Issues
 - f. Annual Performance Report
 - g. Grant Closeout
5. Does the leadership of your institution provide the support required for the successful implementation of the grant?
 - a. Yes
 - b. No
 6. Please provide at least one major example how this grant is making a positive contribution in achieving the mission of the institution? (Open-end)
 7. Provide examples that show the impact the grant is making on increasing student persistence toward degree attainment? (Open-end)

ONLY IF Q1=13 State Directors of Special Education ASK 1-5 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?

ONLY IF Q1=14 Lead Agency Early Intervention Coordinators ASK 1-5 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?

ONLY IF Q1=15 Improving Teacher Quality State Grants ASK 1-3 BELOW

Please rate the U.S. Department of Education Title II, Part A Program staff on the following. Use a scale from "1" to "10", where "1" means "poor" and "10" means "excellent."

- Q1. Ease of reaching the person who could address your concern
- Q2. Ability to resolve your issue
- Q3. What additional service could the program provide that would help you? (For example, information posted on-line, webinars, analysis tools, etc.) (Open end)

ONLY IF Q1=16 21st Century Community Learning Centers ASK 1-10 BELOW

1. How long have you served as the 21st CCLC State Director?
 - a. Less than one year
 - b. More than one year
 - c. I am not the state director but I have served in a leadership (decision-making) capacity for this program for less than one year.
 - d. I am not the state director but I have served in a leadership (decision-making) capacity for this program for more than one year.
2. Please rate the knowledge of the U.S. Department of Education staff on 21st CCLC program grant administration 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 21st CCLC program’s You for Youth (Y4Y) website? Please use a 10-point scale with “1” being “not very helpful” and “10” being “very helpful.”
4. How easy is it to navigate is the Y4Y website? Please use a 10-point scale with “1” being “not very easy” and “10” being “very easy.”
5. How helpful is the information generated from the Program and Profile Information Collection System (PPICS)? Please use a 10-point scale with “1” being “not very helpful” and “10” being “very helpful.”
6. What suggestions do you have for improving the PPICS reporting process? **(Open-ended)**
7. Would you prefer 21st CCLC program in-person meetings to include SEAs only **OR** SEAs and Center-level staffs?
 - a. SEAs only
 - b. Both SEAs and Center-level staffs
8. Based on your selection of **[PIPE IN Q7 SELECTION]**, please rate the extent to which you prefer that the 21st CCLC program convene regional technical assistance meetings. Please use a 10-point scale with “1” being “never” and “10” being “always.”
9. Based on your selection of **[PIPE IN Q7 SELECTION]**, please rate the extent to which you prefer to that the 21st CCLC program convene national technical assistance meetings. Please use a 10-point scale with “1” being “never” and “10” being “always.”
10. What technical assistance topics can the 21st CCLC program provide at meetings to support the states more effectively? **(Open-ended)**

ONLY IF Q1=17 Alaska Native Education (ANE) Program ASK 1-9 BELOW

1. How long have you served as the ANE Project Director?
 - a. Less than one year
 - b. More than one year
 - c. I am not the ANE Project Director but I have served in a leadership (decision-making) capacity for this program for less than one year.
 - d. I am not the ANE Project Director but I have served in a leadership (decision-making) capacity for this program for more than one year.
2. Please rate the knowledge of the U.S. Department of Education staff on ANE program grant administration issues and on program administration issues as they assist your grant project. Please use a 10-point scale with "1" being "poor" and "10" being "excellent."
3. 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."
 - a. Program Purpose
 - b. Program Priorities
 - c. Selection Criteria
 - d. Review Process
 - e. Budget Information and Forms
 - f. Deadline for Submission
 - g. Dollar Limit on Awards
 - h. Page Limitation Instructions
 - i. Formatting Instructions
 - j. Program Contact
4. Has your program officer initiated technical assistance or conducted a Quarterly Monitoring Call with you or anyone on the ANE staff during the past 3-6 months?
 - a. Yes
 - b. No
5. **[IF Q4=a]** Where and how did the technical assistance or support take place **(Select all that apply)**
 - a. Project Directors' meeting sponsored by the Department
 - b. Conference call/email exchange with your Program Officer
 - c. Program Officer
 - d. Other Program (or the Department) staff site visit
 - e. Monitoring contractor (Please specify)
 - f. National association meeting (Please specify)
 - g. Other (Please specify)
6. How helpful is the information on the ANE website? Please use a 10-point scale with "1" being "not very helpful" and "10" being "very helpful."
7. What technical assistant topics can the ANE program provide at Project Directors' meetings to support the implementation of your grant projects more effectively? **(Open-ended)**
8. How easy is it to navigate the web-based annual performance report process? Please use a 10-point scale with "1" being "not very easy" and "10" being "very easy."
9. What suggestions do you have for improving the annual performance report process? **(Open-ended)**

ONLY IF Q1=18 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=19 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=20 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?
 - a. Yes
 - b. No
2. **[IF Q1=a]** 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?
 - a. Yes
 - b. No
4. **[IF Q3=a]** 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?
 - a. Yes
 - b. No
6. **[IF Q5=a]** 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?
 - a. Yes
 - b. No
8. **[IF Q7=a]** Did the presentation and/or materials prepared help you to understand your responsibilities in completing the application or submitting data?
 - a. Yes
 - b. No
9. **[IF Q8=b]** Please explain. **(Open end)**
10. Has your school district been contacted by the Impact Aid Program in the past year regarding a monitoring or field review of your application?
 - a. Yes
 - b. No
11. **[IF Q10=a]** Did the letter you received provide sufficient explanation of what and how you need to prepare your documents for the review?
 - a. Yes
 - b. No
12. **[IF Q11=b]** Please explain. **(Open end)**
13. Did you receive timely communications regarding the outcome of the review?
 - a. Yes
 - b. No

14. **[IF Q13=b]** 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=21 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?
 - a. Yes
 - b. No
2. **[IF Q1=a]** 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?
 - a. Yes
 - b. No

[IF Q3=a , ASK Q4-Q6] 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
8. **[IF Q7=a]** Did the presentation and/or materials prepared help you understand your responsibilities in submitting data?
 - a. Yes
 - b. No
- 8a. **[IF Q8=b]** 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=22 Race to the Top (EARLY LEARNING CHALLENGE FUND) ASK 1-8 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 could the RTT-ELC team do to improve the structure or format of technical assistance? (Open end)
- Q7. How frequently would you like to have in-person meetings, webinars, or other means of technical assistance? (Open end)
- Q8. Please share any comments on how the RTT-ELC team can better support your work. (Open end)

ONLY IF Q1=23 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=24 Migrant Education Program (MEP) -- Title I, Part C ASK 1-7 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. How have you received technical assistance during the past year? (Check all types that apply – OME-sponsored Directors Meeting, email, listserv, telephone call, webinar, other)

Q2. Usefulness and relevance of semi-annual conference calls

Q3. Usefulness and relevance of Directors Meeting

Q4. Usefulness and relevance of webinars

Q5. Please provide at least one important informational topic that the MEPSTATE Listserv provided to you, and also provide at least one important topic that you would like to see from the MEPSTATE Listserv in the future.

Q6. Please provide at least one important informational topic that the MIGRANT Listserv provided to you, and also provide at least one important topic that you would like to see from the MIGRANT Listserv in the future.

Q7. What strategies (e.g. frequent pauses for questions, small group phone calls) could the MEP team use to improve the format (e.g. OME-sponsored Director Meetings, emails, listservs, webinars) of its technical assistance? (Open end)

Q8. Please provide at least one technical assistance topic that has been useful to you, and at least one technical assistance topic that you will need in the future, in order to improve the performance of your MEP. (Open End)

Q9. Please share any comments on how the MEP team can better support your work as a state director. (Open end)

ONLY IF Q1=25 High School Equivalency Program (HEP) - Migrant Education ASK 1-11 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. Usefulness and relevance of courtesy calls.
- Q7. What additional topics would you like discussed during HEP meetings, webinars, or phone calls to help you implement a high-quality program? (Open end)
- Q8. What could the HEP team do to improve the content of technical assistance? (Open end)
- Q9. What could the HEP team do to improve the structure or format of technical assistance? (Open end)
- Q10. How frequently would you like to have webinars or other means of technical assistance? (Open end)
- Q11. 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=26 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=27 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=28 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=29 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. Provide an example of how you have 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? **(open end)**
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=30 TITLE I PART A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATION AGENCIES (LEAs) ASK 1-5 BELOW

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=31 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)?
 - a. Yes (ASK Q11-12)
 - b. No (SKIP TO Q13)
 - c. 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=32 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=33 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=34 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=35 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 and Non-Scored Responses

Department of Education - Grantee Satisfaction Study
2014
Score Table

Responses	2013	2014	Difference	Significant Difference	Aggregate Impact
	Scores				
	1,131	1,390			
ED Staff/Coordination	83	84	1		0.6
Knowledge of relevant legislation, regulations, policies, and procedures	86	86	0		--
Responsiveness to your questions	81	82	1		--
Accuracy of responses	85	86	1	↑	--
Sufficiency of legal guidance in responses	82	83	1		--
Consistency of responses with ED staff from different program offices	80	80	0		--
Collaboration with other ED programs or offices in providing relevant services	81	83	2		--
Online Resources	72	71	-1	↓	0.8
Ease of finding materials online	69	69	0		--
Ease of submitting information to ED via the web	77	73	-4	↓	--
Freshness of content	74	72	-2		--
Ability to accomplish what you want on the site	72	71	-1		--
Ease of reading the site	73	72	-1		--
Ease of navigation	70	69	-1		--
Technical Assistance	--	76	--		0.4
Dept. Staff - Helped build capacity to implement reform	--	75	--		--
Dept-Funded Tech Assistance Providers - Helped build capacity to implement	--	74	--		--
Increased knowledge/awareness regarding key issues	--	77	--		--
Higher quality implementation of this program	--	79	--		--
State was able to develop, improve, or support promising practices	--	77	--		--
Technology	74	74	0		0.5
ED's effectiveness in using technology to deliver its services	78	76	-2	↓	--
ED's quality of assistance	77	75	-2		--
Effectiveness of automated process in improving state/LEA reporting	73	72	-1		--
Expected reduction in federal paperwork	65	66	1		--
Documents	77	77	0		1.5
Clarity	77	77	0		--
Organization of information	79	78	-1		--
Sufficiency of detail to meet your program needs	76	77	1		--
Relevance to your areas of need	79	79	0		--
Comprehensiveness in addressing the scope of issues that you face	75	76	1		--
Information in Application Package	86	85	-1		N/A
Program Purpose	87	86	-1		--
Program Priorities	84	85	1		--
Selection Criteria	85	85	0		--
Review Process	81	81	0		--
Budget Information and Forms	83	82	-1		--
Deadline for Submission	90	87	-3	↓	--
Dollar Limit on Awards	86	85	-1		--
Page Limitation Instructions	88	86	-2		--
Formatting Instructions	84	84	0		--
Program Contact	84	87	3		--
OESE's Technical Assistance	74	74	0		1.1
Effectiveness of OESE in helping you learn to implement grant programs	77	77	0		--
Usefulness of OESE's technical assistance services as a model	70	68	-2		--
ACSI	71	69	-2	↓	N/A
How satisfied are you with ED's products and services	77	75	-2		--
How well ED's products and services meet expectations	67	66	-1		--
How well ED compares with ideal products and services	66	65	-1		--
Complaint	1%	1%	0		0.0
Issued a formal complaint about assistance received from ED staff member	1%	1%	0		--

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Demographics

Program*	2013		2014	
	Percent	Frequency	Percent	Frequency
Native American and Alaska Native Children in School Program	0%	4	1%	11
National Professional Development Program	6%	51	4%	56
Adult Education and Family Literacy to State Directors of Adult Education	4%	34	1%	20
Carl D. Perkins Career and Technical Education State Directors	4%	37	2%	28
National Center for Education Research (NCER)	--	--	12%	173
National Center for Special Education Research (NCSER)	--	--	6%	80
Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)	--	--	2%	26
American Overseas Research Centers Program (AORC)	--	--	1%	10
Talent Search (TS)	--	--	8%	108
Student Support Services (SSS)	--	--	8%	114
Upwards Bound (UB)	--	--	6%	81
Historically Black Colleges and Universities (HBCU)	--	--	4%	56
State Directors of Special Education (Part B)	3%	27	1%	16
Lead Agency Early Intervention Coordinators (Part C)	3%	27	2%	23
Improving Teacher Quality State Grants	6%	50	4%	57
21st Century Community Learning Centers	4%	34	2%	26
Alaska Native Education (ANE) Program	--	--	2%	26
Striving Readers Comprehensive Literacy Program	1%	9	0%	5
Mathematics and Science Partnerships	4%	35	2%	34
Payments for Federally Connected Children (Section 8003)	7%	59	3%	37
Payments for Federal Property (Section 8002)	7%	56	3%	37
Race to the Top – Early Learning Challenge Fund	0%	3	1%	17
Indian Education Formula Grants to Local Educational Agencies & National Activities	8%	66	2%	27
Migrant Education Programs (Title I, Part C)	3%	22	2%	34
High School Equivalency Program – Migrant Education	3%	29	3%	35
Safe and Supportive Schools Program	1%	7	1%	8
Carol White Physical Education Program	9%	72	6%	87
Elementary and Secondary School Counseling Program	6%	48	2%	23
School Improvement Fund	4%	31	2%	28
Improving Basic Programs Operated by Local Educational Agencies – Title I	3%	22	1%	18
English Language Acquisition State Grants (Title III State Formula Grants)	3%	27	3%	38
Education for Homeless Children and Youth – McKinney-Vento	4%	33	1%	19
Neglected and Delinquent State and Local Agency Programs	2%	20	1%	14
Rural Education Achievement Program/Rural and Low Income School Program	2%	19	1%	9
Rural Education Achievement Program/Small, Rural School Achievement Program	2%	15	1%	8
Number of Respondents		837		1,389
Program has education reform focus				
Has education reform focus	--	--	70%	540
Does not have education reform focus	--	--	18%	137
Don't Know	--	--	12%	90
Number of Respondents		--		767
Interact with ED-funded providers of tech assistance separate from ED staff - OPE				
Have interaction	32%	69	15%	56
Do not have interaction	59%	128	70%	257
Don't Know	9%	20	15%	56
Number of Respondents		217		369

Department of Education - Grantee Satisfaction Study
2014
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	53%	486	51%	393
Other electronic system	32%	294	35%	267
Do not use electronic system, submit hard copy	15%	134	14%	107
Number of Respondents		914		767
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	27%	300	28%	387
Agree	60%	676	59%	817
Disagree	9%	105	10%	135
Strongly Disagree	3%	33	2%	29
Does Not Apply	2%	17	2%	22
Number of Respondents		1,131		1,390
Issued formal complaint about assistance received from ED staff member				
Issued complaint	1%	12	1%	12
Have not issued complaint	99%	1,119	99%	1,378
Number of Respondents		1,131		1,390

Department of Education - Grantee Satisfaction Study
2014
Program - Native American and Alaska Native Children in School Program
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ED Staff/Coordination	4	11	
ED Staff/Coordination	98	95	
Knowledge of relevant legislation, regulations, policies, and procedures	97	94	
Responsiveness to your questions	100	96	↓
Accuracy of responses	100	94	↓
Sufficiency of legal guidance in responses	96	94	
Consistency of responses with ED staff from different program offices	96	94	
Collaboration with other ED programs or offices in providing relevant services	97	96	
Online Resources	83	90	
Ease of finding materials online	78	87	
Ease of submitting information to ED via the web	86	88	
Freshness of content	86	91	
Ability to accomplish what you want on the site	86	89	
Ease of reading the site	81	92	↑
Ease of navigation	81	91	
Technical Assistance	--	87	
Dept. Staff - Helped build capacity to implement reform	--	85	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	79	
Increased knowledge/awareness regarding key issues	--	86	
Higher quality implementation of this program	--	93	
State was able to develop, improve, or support promising practices	--	87	
Technology	81	87	
ED's effectiveness in using technology to deliver its services	81	91	
ED's quality of assistance	94	89	
Effectiveness of automated process in improving state/LEA reporting	78	88	
Expected reduction in federal paperwork	64	78	↑
Documents	83	88	
Clarity	75	88	
Organization of information	83	89	
Sufficiency of detail to meet your program needs	78	89	
Relevance to your areas of need	89	88	
Comprehensiveness in addressing the scope of issues that you face	89	86	
ACSI	88	86	
How satisfied are you with ED's products and services	92	92	
How well ED's products and services meet expectations	89	83	
How well ED compares with ideal products and services	81	82	
Complaint	0	0	
<i>Issued a formal complaint about assistance received from ED staff member</i>	<i>0</i>	<i>0</i>	

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Program - Native American and Alaska Native Children in School Program
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	91%	10
Does not have education reform focus	--	--	0%	0
Don't Know	--	--	9%	1
Number of Respondents	--		11	
Reporting system used for reporting accountability data				
EDEN/EDFacts	25%	1	27%	3
Other electronic system	75%	3	64%	7
Do not use electronic system, submit hard copy	0%	0	9%	1
Number of Respondents	4		11	
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	25%	1	55%	6
Agree	75%	3	45%	5
Disagree	0%	0	0%	0
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents	4		11	
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	4	100%	11
Number of Respondents	4		11	

Department of Education - Grantee Satisfaction Study
2014
Program - National Professional Development Program
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ED Staff/Coordination	51	56	
ED Staff/Coordination	93	85	↓
Knowledge of relevant legislation, regulations, policies, and procedures	94	88	↓
Responsiveness to your questions	92	80	↓
Accuracy of responses	93	86	↓
Sufficiency of legal guidance in responses	93	90	
Consistency of responses with ED staff from different program offices	93	83	↓
Collaboration with other ED programs or offices in providing relevant services	95	85	↓
Online Resources	76	79	
Ease of finding materials online	77	78	
Ease of submitting information to ED via the web	75	80	
Freshness of content	81	79	
Ability to accomplish what you want on the site	74	79	
Ease of reading the site	76	81	
Ease of navigation	76	79	
Technical Assistance	--	80	
Dept. Staff - Helped build capacity to implement reform	--	78	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	78	
Increased knowledge/awareness regarding key issues	--	86	
Higher quality implementation of this program	--	84	
State was able to develop, improve, or support promising practices	--	83	
Technology	80	80	
ED's effectiveness in using technology to deliver its services	83	80	
ED's quality of assistance	83	79	
Effectiveness of automated process in improving state/LEA reporting	73	81	
Expected reduction in federal paperwork	74	78	
Documents	82	81	
Clarity	82	81	
Organization of information	83	83	
Sufficiency of detail to meet your program needs	81	81	
Relevance to your areas of need	81	83	
Comprehensiveness in addressing the scope of issues that you face	80	80	
ACSI	78	75	
How satisfied are you with ED's products and services	86	83	
How well ED's products and services meet expectations	72	71	
How well ED compares with ideal products and services	73	70	
Complaint	2	2	
Issued a formal complaint about assistance received from ED staff member	2	2	

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Program - National Professional Development Program
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	73%	41
Does not have education reform focus	--	--	14%	8
Don't Know	--	--	13%	7
Number of Respondents	--		56	
Reporting system used for reporting accountability data				
EDEN/EDFacts	47%	24	32%	18
Other electronic system	43%	22	64%	36
Do not use electronic system, submit hard copy	10%	5	4%	2
Number of Respondents	51		56	
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	47%	24	52%	29
Agree	47%	24	34%	19
Disagree	6%	3	11%	6
Strongly Disagree	0%	0	4%	2
Does Not Apply	0%	0	0%	0
Number of Respondents	51		56	
Issued formal complaint about assistance received from ED staff member				
Issued complaint	2%	1	2%	1
Have not issued complaint	98%	50	98%	55
Number of Respondents	51		56	

Department of Education - Grantee Satisfaction Study
2014
Program - Adult Education and Family Literacy to State Directors of Adult Education
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ED Staff/Coordination	34	20	
ED Staff/Coordination	91	91	
Knowledge of relevant legislation, regulations, policies, and procedures	94	94	
Responsiveness to your questions	92	92	
Accuracy of responses	93	94	
Sufficiency of legal guidance in responses	87	86	
Consistency of responses with ED staff from different program offices	88	86	
Collaboration with other ED programs or offices in providing relevant services	91	93	
Online Resources	76	76	
Ease of finding materials online	69	69	
Ease of submitting information to ED via the web	85	89	
Freshness of content	77	79	
Ability to accomplish what you want on the site	75	73	
Ease of reading the site	76	76	
Ease of navigation	71	71	
Technical Assistance	--	84	
Dept. Staff - Helped build capacity to implement reform	--	81	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	81	
Increased knowledge/awareness regarding key issues	--	89	
Higher quality implementation of this program	--	85	
State was able to develop, improve, or support promising practices	--	84	
Technology	81	79	
ED's effectiveness in using technology to deliver its services	85	84	
ED's quality of assistance	86	81	
Effectiveness of automated process in improving state/LEA reporting	82	80	
Expected reduction in federal paperwork	66	68	
Documents	81	84	
Clarity	81	85	
Organization of information	83	88	
Sufficiency of detail to meet your program needs	80	83	
Relevance to your areas of need	82	83	
Comprehensiveness in addressing the scope of issues that you face	77	81	
ACSI	77	75	
How satisfied are you with ED's products and services	83	80	
How well ED's products and services meet expectations	73	73	
How well ED compares with ideal products and services	72	72	

Department of Education - Grantee Satisfaction Study
2014
Program - Adult Education and Family Literacy to State Directors of Adult Education
Score Table

Responses	2013	2014	Significant Difference
	Scores		
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Adult Education and Family Literacy to the State Directors of Adult Ed	89	86	
Ease of reporting using the NRS web-based system	84	88	
Usefulness of the training offered by OVAE through its contract to support NRS	81	88	
Being well-organized	89	88	
Providing pre-planning adequate guidance	90	85	
Setting expectations for the visit	94	86	
Using state peer reviewers in the federal monitoring process	93	83	
Being up-to-date	92	91	
Relevance of information	91	89	
Usefulness to your program	92	85	↓
Usefulness of products helping your state meet AEFLA program priorities	85	79	
Technical assistance provided addresses your program priorities and needs	84	81	

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Program - Adult Education and Family Literacy to State Directors of Adult Education
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	95%	19
Does not have education reform focus	--	--	0%	0
Don't Know	--	--	5%	1
Number of Respondents	--		20	
Reporting system used for reporting accountability data				
EDEN/EDFacts	24%	8	15%	3
Other electronic system	71%	24	85%	17
Do not use electronic system, submit hard copy	6%	2	0%	0
Number of Respondents	34		20	
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	50%	17	40%	8
Agree	47%	16	55%	11
Disagree	0%	0	5%	1
Strongly Disagree	3%	1	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents	34		20	
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	34	100%	20
Number of Respondents	34		20	

Department of Education - Grantee Satisfaction Study
2014
Program - Carl D. Perkins Career and Technical Education State Directors
Score Table

Responses	2013	2014	Significant Difference
	Scores		
Responses	37	28	
ED Staff/Coordination	86	89	
Knowledge of relevant legislation, regulations, policies, and procedures	89	91	
Responsiveness to your questions	87	90	
Accuracy of responses	88	90	
Sufficiency of legal guidance in responses	85	87	
Consistency of responses with ED staff from different program offices	80	85	
Collaboration with other ED programs or offices in providing relevant services	74	86	↑
Online Resources	72	70	
Ease of finding materials online	68	68	
Ease of submitting information to ED via the web	78	67	↓
Freshness of content	70	74	
Ability to accomplish what you want on the site	69	69	
Ease of reading the site	73	72	
Ease of navigation	70	69	
Technical Assistance	--	80	
Dept. Staff - Helped build capacity to implement reform	--	82	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	79	
Increased knowledge/awareness regarding key issues	--	83	
Higher quality implementation of this program	--	79	
State was able to develop, improve, or support promising practices	--	80	
Technology	71	74	
ED's effectiveness in using technology to deliver its services	75	81	
ED's quality of assistance	78	76	
Effectiveness of automated process in improving state/LEA reporting	69	69	
Expected reduction in federal paperwork	56	66	↑
Documents	78	81	
Clarity	79	81	
Organization of information	80	81	
Sufficiency of detail to meet your program needs	77	80	
Relevance to your areas of need	78	82	
Comprehensiveness in addressing the scope of issues that you face	75	81	

Department of Education - Grantee Satisfaction Study
2014
Program - Carl D. Perkins Career and Technical Education State Directors
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ACSI	37	28	
How satisfied are you with ED's products and services	70	74	
How well ED's products and services meet expectations	77	80	
How well ED compares with ideal products and services	67	70	
How well ED compares with ideal products and services	65	70	
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	75	73	
CAR's user-friendliness	76	65	↓
CAR's compatibility with state reporting systems	70	65	
Identifying and correcting compliance issues in your state	76	76	
Helping you to improve program quality	71	77	
Effectiveness of sessions on helping improve quality of career/tech ed programs	76	77	
PCRN's usefulness to your program	75	76	
Database's user-friendliness	80	74	
Database's compatibility with state reporting systems	76	72	

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Program - Carl D. Perkins Career and Technical Education State Directors
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	82%	23
Does not have education reform focus	--	--	7%	2
Don't Know	--	--	11%	3
Number of Respondents	--		28	
Reporting system used for reporting accountability data				
EDEN/EDFacts	78%	29	79%	22
Other electronic system	16%	6	21%	6
Do not use electronic system, submit hard copy	5%	2	0%	0
Number of Respondents	37		28	
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	22%	8	18%	5
Agree	73%	27	71%	20
Disagree	3%	1	7%	2
Strongly Disagree	3%	1	4%	1
Does Not Apply	0%	0	0%	0
Number of Respondents	37		28	
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	37	100%	28
Number of Respondents	37		28	

Department of Education - Grantee Satisfaction Study
2014
Program - National Center for Education Research (NCER)
Score Table

	2014
	Scores
Responses	173
ED Staff/Coordination	92
Knowledge of relevant legislation, regulations, policies, and procedures	92
Responsiveness to your questions	93
Accuracy of responses	94
Sufficiency of legal guidance in responses	94
Consistency of responses with ED staff from different program offices	90
Collaboration with other ED programs or offices in providing relevant services	89
Online Resources	63
Ease of finding materials online	66
Ease of submitting information to ED via the web	55
Freshness of content	71
Ability to accomplish what you want on the site	63
Ease of reading the site	66
Ease of navigation	60
Technology	74
ED's effectiveness in using technology to deliver its services	74
Documents	80
Clarity	79
Organization of information	78
Sufficiency of detail to meet your program needs	81
Relevance to your areas of need	81
Comprehensiveness in addressing the scope of issues that you face	79
ACSI	70
How satisfied are you with ED's products and services	78
How well ED's products and services meet expectations	66
How well ED compares with ideal products and services	64
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0

Department of Education - Grantee Satisfaction Study
 2014
 Program - National Center for Education Research (NCER)
 Score Table

	2014
	Scores
Responses	173
National Center for Education Research	85
Understanding application requirements	93
Discussing or reviewing your draft proposal	90
Interpreting the comments your application received from peer review	86
Identifying ways to strengthen your research design or methods	85
Solving problems	86
Modifying or extending your grant award	93
Discussing options for publication and dissemination	86
Accessibility of IES program officers	91
Presentations by IES and ED leadership	72
Researcher-led presentations	74
One on one or small group meetings with IES program officers	78
Opportunities to interact with other IES grantees	74
Laptop or poster presentations	66

Department of Education - Grantee Satisfaction Study
 2014
 Program - National Center for Education Research (NCER)
 Demographics

	2014	
	Percent	Frequency
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	33%	57
Agree	58%	100
Disagree	9%	15
Strongly Disagree	0%	0
Does Not Apply	1%	1
Number of Respondents	173	
Issued formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	173
Number of Respondents	173	
Number of grants received from IES		
One	40%	69
Two or more	60%	104
Number of Respondents	173	

Department of Education - Grantee Satisfaction Study
2014
Program - National Center for Special Education Research (NCSER)
Score Table

	2014
	Scores
Responses	80
ED Staff/Coordination	92
Knowledge of relevant legislation, regulations, policies, and procedures	92
Responsiveness to your questions	92
Accuracy of responses	95
Sufficiency of legal guidance in responses	91
Consistency of responses with ED staff from different program offices	89
Collaboration with other ED programs or offices in providing relevant services	93
Online Resources	70
Ease of finding materials online	73
Ease of submitting information to ED via the web	65
Freshness of content	73
Ability to accomplish what you want on the site	69
Ease of reading the site	73
Ease of navigation	68
Technology	78
ED's effectiveness in using technology to deliver its services	78
Documents	83
Clarity	83
Organization of information	84
Sufficiency of detail to meet your program needs	84
Relevance to your areas of need	83
Comprehensiveness in addressing the scope of issues that you face	82
ACSI	75
How satisfied are you with ED's products and services	82
How well ED's products and services meet expectations	71
How well ED compares with ideal products and services	70
Complaint	3
Issued a formal complaint about assistance received from ED staff member	3
National Center for Special Education Research	85
Understanding application requirements	93
Discussing or reviewing your draft proposal	91
Interpreting the comments your application received from peer review	85
Identifying ways to strengthen your research design or methods	85
Solving problems	90
Modifying or extending your grant award	95
Discussing options for publication and dissemination	83
Accessibility of IES program officers	93
Presentations by IES and ED leadership	71
Researcher-led presentations	72
One on one or small group meetings with IES program officers	76
Opportunities to interact with other IES grantees	76
Laptop or poster presentations	68

Department of Education - Grantee Satisfaction Study
 2014
 Program - National Center for Special Education Research (NCSE)
 Demographics

	2014	
	Percent	Frequency
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	41%	33
Agree	55%	44
Disagree	3%	2
Strongly Disagree	1%	1
Does Not Apply	0%	0
Number of Respondents	80	
Issued formal complaint about assistance received from ED staff member		
Issued complaint	3%	2
Have not issued complaint	98%	78
Number of Respondents	80	
Number of grants received from IES		
One	41%	33
Two or more	59%	47
Number of Respondents	80	

Department of Education - Grantee Satisfaction Study
2014
Program - Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)
Score Table

	2014
	Scores
Responses	26
ED Staff/Coordination	74
Knowledge of relevant legislation, regulations, policies, and procedures	80
Responsiveness to your questions	69
Accuracy of responses	76
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	78
Online Resources	64
Ease of finding materials online	61
Ease of submitting information to ED via the web	69
Freshness of content	67
Ability to accomplish what you want on the site	62
Ease of reading the site	70
Ease of navigation	63
Technical Assistance	68
Dept. Staff - Helped build capacity to implement reform	71
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	61
Increased knowledge/awareness regarding key issues	67
Higher quality implementation of this program	71
State was able to develop, improve, or support promising practices	66
Technology	60
ED's effectiveness in using technology to deliver its services	62
ED's quality of assistance	60
Effectiveness of automated process in improving state/LEA reporting	57
Expected reduction in federal paperwork	50
Documents	70
Clarity	72
Organization of information	72
Sufficiency of detail to meet your program needs	69
Relevance to your areas of need	72
Comprehensiveness in addressing the scope of issues that you face	67
ACSI	61
How satisfied are you with ED's products and services	67
How well ED's products and services meet expectations	59
How well ED compares with ideal products and services	56
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
Financial Improvement and Post Audit Operations/Indirect Cost Group	69
Knowledge of applicable regulations and guidance regarding indirect cost rates	73
Timeliness of responses for technical assistance	59
Timeliness of providing indirect cost rates	52
Professionalism and Courtesy of the staff	85

Department of Education - Grantee Satisfaction Study
2014
Program - Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)
Demographics

	2014	
	Percent	Frequency
Program has education reform focus		
Has education reform focus	46%	12
Does not have education reform focus	23%	6
Don't Know	31%	8
Number of Respondents	26	
Reporting system used for reporting accountability data		
EDEN/EDFacts	50%	13
Other electronic system	12%	3
Do not use electronic system, submit hard copy	38%	10
Number of Respondents	26	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	12%	3
Agree	62%	16
Disagree	23%	6
Strongly Disagree	4%	1
Does Not Apply	0%	0
Number of Respondents	26	
Issued formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	26
Number of Respondents	26	
Has Cost Allocation Guide for State and Local Governments been a useful tool		
Has been useful	88%	23
Has not been useful	12%	3
Number of Respondents	26	
Agree to a standardized computerized indirect rate submission form		
Would agree	88%	23
Would not agree	12%	3
Number of Respondents	26	

Department of Education - Grantee Satisfaction Study
2014
Program - American Overseas Research Centers Program (AORC)
Score Table

	2014
	Scores
Responses	10
ED Staff/Coordination	94
Knowledge of relevant legislation, regulations, policies, and procedures	93
Responsiveness to your questions	93
Accuracy of responses	98
Sufficiency of legal guidance in responses	92
Consistency of responses with ED staff from different program offices	89
Collaboration with other ED programs or offices in providing relevant services	91
Online Resources	71
Ease of finding materials online	70
Ease of submitting information to ED via the web	77
Freshness of content	71
Ability to accomplish what you want on the site	68
Ease of reading the site	69
Ease of navigation	69
Technology	72
ED's effectiveness in using technology to deliver its services	72
Information in Application Package	85
Program Purpose	83
Program Priorities	80
Selection Criteria	75
Review Process	77
Budget Information and Forms	75
Deadline for Submission	96
Dollar Limit on Awards	95
Page Limitation Instructions	94
Formatting Instructions	84
Program Contact	96
ACSI	73
How satisfied are you with ED's products and services	81
How well ED's products and services meet expectations	70
How well ED compares with ideal products and services	67
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
American Overseas Research Centers Program	86
Provides technical assistance that is clear and thorough	83
Understands legislative purpose and role of overseas research centers	100
Explains how to submit performance reports into IRIS	86
Understands contexts in which overseas research centers operate	98
Encourages dissemination of best practices and project highlights	86
Monitors progress towards project goals	89
Makes suggestions to improve efficiency and effectiveness	74
Provides feedback that is reasoned and reasonable	81

Department of Education - Grantee Satisfaction Study
 2014
 Program - American Overseas Research Centers Program (AORC)
 Demographics

	2014	
	Percent	Frequency
Interact with ED-funded providers of tech assistance separate from ED staff		
Have interaction	0%	0
Do not have interaction	100%	10
Don't Know	0%	0
Number of Respondents	10	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	70%	7
Agree	20%	2
Disagree	10%	1
Strongly Disagree	0%	0
Does Not Apply	0%	0
Number of Respondents	10	
Issued formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	10
Number of Respondents	10	

Department of Education - Grantee Satisfaction Study
2014
Program - Talent Search (TS)
Score Table

	2014
	Scores
Responses	108
ED Staff/Coordination	80
Knowledge of relevant legislation, regulations, policies, and procedures	84
Responsiveness to your questions	77
Accuracy of responses	84
Sufficiency of legal guidance in responses	82
Consistency of responses with ED staff from different program offices	74
Collaboration with other ED programs or offices in providing relevant services	80
Online Resources	77
Ease of finding materials online	75
Ease of submitting information to ED via the web	82
Freshness of content	75
Ability to accomplish what you want on the site	77
Ease of reading the site	77
Ease of navigation	76
Technical Assistance	76
Dept. Staff - Helped build capacity to implement reform	73
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	74
Increased knowledge/awareness regarding key issues	78
Higher quality implementation of this program	77
State was able to develop, improve, or support promising practices	77
Technology	77
ED's effectiveness in using technology to deliver its services	77
Information in Application Package	86
Program Purpose	87
Program Priorities	86
Selection Criteria	86
Review Process	82
Budget Information and Forms	83
Deadline for Submission	89
Dollar Limit on Awards	86
Page Limitation Instructions	88
Formatting Instructions	85
Program Contact	86
ACSI	70
How satisfied are you with ED's products and services	76
How well ED's products and services meet expectations	67
How well ED compares with ideal products and services	66
Complaint	1
Issued a formal complaint about assistance received from ED staff member	1

Department of Education - Grantee Satisfaction Study
 2014
 Program - Talent Search (TS)
 Score Table

	2014
	Scores
Responses	108
Talent Search	80
Knowledge of relevant legislation as necessitated by HEOA	81
Responsiveness to your inquiries	74
Ability to assist you in interacting with institutional officials	82
Knowledge of the annual performance report	86
Ability to assist with questions about completion and submission of the report	83
Processing of administrative action request	77
Compliance issues	85
Fiscal issues	85
Grant management issues	84
Evaluation issues	86
No-cost extension issues	90
Annual Performance Report	87
Project Directors Meeting at COE	81
CBMI assistance with technical issues	86
Assistance with the website	86
Technical Assistance	82
Timeliness of responses	77
Clarity of information	82
Usefulness to the program	82
Organization of information	80
User friendliness	77

Department of Education - Grantee Satisfaction Study
2014
Program - Talent Search (TS)
Demographics

	2014	
	Percent	Frequency
Interact with ED-funded providers of tech assistance separate from ED staff		
Have interaction	18%	19
Do not have interaction	66%	71
Don't Know	17%	18
Number of Respondents		108
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	25%	27
Agree	60%	65
Disagree	13%	14
Strongly Disagree	1%	1
Does Not Apply	1%	1
Number of Respondents		108
Issued formal complaint about assistance received from ED staff member		
Issued complaint	1%	1
Have not issued complaint	99%	107
Number of Respondents		108
Questions and concerns addressed		
Questions and concerns were addressed	76%	82
Questions and concerns were not addressed	24%	26
Number of Respondents		108
Preferred frequency of in-person meetings webinars or other means of technical		
Quarterly	23%	25
Annually	49%	53
Bi-annually	28%	30
Number of Respondents		108
Was information presented effective		
Information presented was effective	89%	96
Information was not effective	11%	12
Number of Respondents		108

Department of Education - Grantee Satisfaction Study
2014
Program - Student Support Services (SSS)
Score Table

	2014
	Scores
Responses	114
ED Staff/Coordination	80
Knowledge of relevant legislation, regulations, policies, and procedures	85
Responsiveness to your questions	76
Accuracy of responses	84
Sufficiency of legal guidance in responses	78
Consistency of responses with ED staff from different program offices	74
Collaboration with other ED programs or offices in providing relevant services	82
Online Resources	74
Ease of finding materials online	71
Ease of submitting information to ED via the web	79
Freshness of content	72
Ability to accomplish what you want on the site	75
Ease of reading the site	75
Ease of navigation	73
Technical Assistance	74
Dept. Staff - Helped build capacity to implement reform	71
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	86
Increased knowledge/awareness regarding key issues	81
Higher quality implementation of this program	81
State was able to develop, improve, or support promising practices	86
Technology	73
ED's effectiveness in using technology to deliver its services	73
Information in Application Package	83
Program Purpose	85
Program Priorities	84
Selection Criteria	84
Review Process	80
Budget Information and Forms	79
Deadline for Submission	84
Dollar Limit on Awards	82
Page Limitation Instructions	85
Formatting Instructions	83
Program Contact	85
ACSI	68
How satisfied are you with ED's products and services	74
How well ED's products and services meet expectations	66
How well ED compares with ideal products and services	64

Department of Education - Grantee Satisfaction Study
 2014
 Program - Student Support Services (SSS)
 Score Table

	2014
	Scores
Responses	114
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
Student Support Service	80
Knowledge of relevant legislation as necessitated by HEOA	84
Responsiveness to your inquiries	75
Ability to assist you in interacting with institutional officials	78
Ability to interpret legislation and regulations	84
Knowledge of the SSS annual performance review	85
Ability to assist with questions about completion and submission of the report	86
Processing of administrative action request	78
Ability to respond to all issues raised	82

Department of Education - Grantee Satisfaction Study
2014
Program - Student Support Services (SSS)
Demographics

	2014	
	Percent	Frequency
Interact with ED-funded providers of tech assistance separate from ED staff		
Have interaction	9%	10
Do not have interaction	74%	84
Don't Know	18%	20
Number of Respondents	114	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	18%	20
Agree	68%	78
Disagree	10%	11
Strongly Disagree	2%	2
Does Not Apply	3%	3
Number of Respondents	114	
Issued formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	114
Number of Respondents	114	

Department of Education - Grantee Satisfaction Study
2014
Program - Upward Bound (UB)
Score Table

	2014
	Scores
Responses	81
ED Staff/Coordination	77
Knowledge of relevant legislation, regulations, policies, and procedures	81
Responsiveness to your questions	72
Accuracy of responses	78
Sufficiency of legal guidance in responses	76
Consistency of responses with ED staff from different program offices	76
Collaboration with other ED programs or offices in providing relevant services	84
Online Resources	76
Ease of finding materials online	77
Ease of submitting information to ED via the web	77
Freshness of content	73
Ability to accomplish what you want on the site	76
Ease of reading the site	77
Ease of navigation	76
Technical Assistance	78
Dept. Staff - Helped build capacity to implement reform	73
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	74
Increased knowledge/awareness regarding key issues	80
Higher quality implementation of this program	80
State was able to develop, improve, or support promising practices	79
Technology	76
ED's effectiveness in using technology to deliver its services	76
Information in Application Package	87
Program Purpose	88
Program Priorities	86
Selection Criteria	87
Review Process	84
Budget Information and Forms	86
Deadline for Submission	89
Dollar Limit on Awards	86
Page Limitation Instructions	87
Formatting Instructions	85
Program Contact	88
ACSI	69
How satisfied are you with ED's products and services	74
How well ED's products and services meet expectations	66
How well ED compares with ideal products and services	66

Department of Education - Grantee Satisfaction Study
 2014
 Program - Upward Bound (UB)
 Score Table

	2014
	Scores
Responses	81
Complaint	1
Issued a formal complaint about assistance received from ED staff member	1
Upward Bound	75
Knowledge of relevant legislation as necessitated by HEOA	76
Responsiveness to your inquiries	71
Ability to assist you in interacting with institutional officials	72
Knowledge of the annual performance report	79
Ability to assist with questions about completion and submission of the report	81
Processing of administrative action request	77
Ability to respond to all issues raised	73

Department of Education - Grantee Satisfaction Study
2014
Program - Upward Bound (UB)
Demographics

	2014	
	Percent	Frequency
Interact with ED-funded providers of tech assistance separate from ED staff -OPE		
Have interaction	21%	17
Do not have interaction	63%	51
Don't Know	16%	13
Number of Respondents	81	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	28%	23
Agree	58%	47
Disagree	11%	9
Strongly Disagree	2%	2
Does Not Apply	0%	0
Number of Respondents	81	
Issued formal complaint about assistance received from ED staff member		
Issued complaint	1%	1
Have not issued complaint	99%	80
Number of Respondents	81	

Department of Education - Grantee Satisfaction Study
2014
Program - Historically Black Colleges and Universities (HBCU)
Score Table

	2014
	Scores
Responses	56
ED Staff/Coordination	73
Knowledge of relevant legislation, regulations, policies, and procedures	77
Responsiveness to your questions	66
Accuracy of responses	78
Sufficiency of legal guidance in responses	71
Consistency of responses with ED staff from different program offices	67
Collaboration with other ED programs or offices in providing relevant services	70
Online Resources	72
Ease of finding materials online	69
Ease of submitting information to ED via the web	80
Freshness of content	70
Ability to accomplish what you want on the site	70
Ease of reading the site	75
Ease of navigation	72
Technical Assistance	73
Dept. Staff - Helped build capacity to implement reform	86
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	83
Increased knowledge/awareness regarding key issues	73
Higher quality implementation of this program	72
State was able to develop, improve, or support promising practices	72
Technology	71
ED's effectiveness in using technology to deliver its services	71
Information in Application Package	83
Program Purpose	84
Program Priorities	84
Selection Criteria	82
Review Process	77
Budget Information and Forms	82
Deadline for Submission	84
Dollar Limit on Awards	84
Page Limitation Instructions	84
Formatting Instructions	79
Program Contact	87
ACSI	65
How satisfied are you with ED's products and services	71
How well ED's products and services meet expectations	63
How well ED compares with ideal products and services	62

Department of Education - Grantee Satisfaction Study
 2014
 Program - Historically Black Colleges and Universities (HBCU)
 Score Table

	2014
	Scores
Responses	56
Complaint	4
Issued a formal complaint about assistance received from ED staff member	4
Historically Black Colleges and Universities	76
Ability to navigate the information needed	75
User friendliness	74
Knowledge of relevant legislation as necessitated by HEOA	80
Responsiveness to your inquiries	68
Knowledge of the annual performance report	76
Ability to assist with questions about completion and submission of the report	80
Processing of administrative action request	71
Compliance issues	80
Fiscal issues	81
Grant management issues	79
Evaluation issues	77
No-cost extension issues	85
Annual performance report	82
Grant closeout	88

Department of Education - Grantee Satisfaction Study
2014
Program - Historically Black Colleges and Universities (HBCU)
Demographics

	2014	
	Percent	Frequency
Interact with ED-funded providers of tech assistance separate from ED staff		
Have interaction	18%	10
Do not have interaction	73%	41
Don't Know	9%	5
Number of Respondents	56	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	9%	5
Agree	68%	38
Disagree	18%	10
Strongly Disagree	2%	1
Does Not Apply	4%	2
Number of Respondents	56	
Issued formal complaint about assistance received from ED staff member		
Issued complaint	4%	2
Have not issued complaint	96%	54
Number of Respondents	56	
Leadership provides support required		
Provides support required	95%	53
Does not provide required support	5%	3
Number of Respondents	56	

Department of Education - Grantee Satisfaction Study
2014
Program - State Directors of Special Education (Part B)
Score Table

	2013	2014	Significant Difference
	Scores		
Sample Size	27	16	
ED Staff/Coordination	77	78	
Knowledge of relevant legislation, regulations, policies, and procedures	85	83	
Responsiveness to your questions	76	72	
Accuracy of responses	80	79	
Sufficiency of legal guidance in responses	80	79	
Consistency of responses with ED staff from different program offices	77	75	
Collaboration with other ED programs or offices in providing relevant services	67	81	↑
Online Resources	56	53	
Ease of finding materials online	49	44	
Ease of submitting information to ED via the web	71	68	
Freshness of content	64	58	
Ability to accomplish what you want on the site	53	53	
Ease of reading the site	56	51	
Ease of navigation	47	47	
Technical Assistance	--	79	
Dept. Staff - Helped build capacity to implement reform	--	72	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	81	
Increased knowledge/awareness regarding key issues	--	80	
Higher quality implementation of this program	--	81	
State was able to develop, improve, or support promising practices	--	81	
Technology	64	66	
ED's effectiveness in using technology to deliver its services	67	66	
ED's quality of assistance	66	69	
Effectiveness of automated process in improving state/LEA reporting	66	70	
Expected reduction in federal paperwork	47	56	
Documents	74	73	
Clarity	72	71	
Organization of information	77	77	
Sufficiency of detail to meet your program needs	72	70	
Relevance to your areas of need	78	81	
Comprehensiveness in addressing the scope of issues that you face	72	67	
ACSI	60	63	
How satisfied are you with ED's products and services	67	73	
How well ED's products and services meet expectations	56	58	
How well ED compares with ideal products and services	55	56	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
State Directors of Special Education	--	76	
Clarity of information received in developing applications and reports	82	73	
Timeliness of responses	--	79	

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Program - State Directors of Special Education (Part B)
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	75%	12
Does not have education reform focus	--	--	19%	3
Don't Know	--	--	6%	1
Number of Respondents	--		16	
Reporting system used for reporting accountability data				
EDEN/EDFacts	96%	26	94%	15
Other electronic system	4%	1	0%	0
Do not use electronic system, submit hard copy	0%	0	6%	1
Number of Respondents	27		16	
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	4%	1	19%	3
Agree	74%	20	69%	11
Disagree	22%	6	6%	1
Strongly Disagree	0%	0	6%	1
Does Not Apply	0%	0	0%	0
Number of Respondents	27		16	
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	27	100%	16
Number of Respondents	27		16	

Department of Education - Grantee Satisfaction Study
2014
Program - Lead Agency Early Intervention Coordinators (Part C)
Score Table

	2013	2014	Significant Difference
	Scores		
Sample Size	27	23	
ED Staff/Coordination	79	77	
Knowledge of relevant legislation, regulations, policies, and procedures	78	83	
Responsiveness to your questions	81	76	
Accuracy of responses	82	80	
Sufficiency of legal guidance in responses	78	74	
Consistency of responses with ED staff from different program offices	74	67	
Collaboration with other ED programs or offices in providing relevant services	78	81	
Online Resources	63	57	
Ease of finding materials online	56	51	
Ease of submitting information to ED via the web	80	75	
Freshness of content	64	67	
Ability to accomplish what you want on the site	62	57	
Ease of reading the site	63	55	
Ease of navigation	59	51	
Technical Assistance	--	76	
Dept. Staff - Helped build capacity to implement reform	--	56	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	84	
Increased knowledge/awareness regarding key issues	--	81	
Higher quality implementation of this program	--	77	
State was able to develop, improve, or support promising practices	--	76	
Technology	68	63	
ED's effectiveness in using technology to deliver its services	68	68	
ED's quality of assistance	75	70	
Effectiveness of automated process in improving state/LEA reporting	72	68	
Expected reduction in federal paperwork	57	54	
Documents	71	66	
Clarity	72	66	
Organization of information	74	68	
Sufficiency of detail to meet your program needs	66	64	
Relevance to your areas of need	76	72	
Comprehensiveness in addressing the scope of issues that you face	67	61	
ACSI	66	55	↓
How satisfied are you with ED's products and services	73	62	↓
How well ED's products and services meet expectations	64	53	↓
How well ED compares with ideal products and services	55	48	
Complaint	0	4	
Issued a formal complaint about assistance received from ED staff member	0	4	
Lead Agency Early Intervention Coordinators	--	77	
Clarity of information received in developing applications and reports	75	73	
Timeliness of responses	84	82	

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Program - Lead Agency Early Intervention Coordinators (Part C)
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	43%	10
Does not have education reform focus	--	--	48%	11
Don't Know	--	--	9%	2
Number of Respondents	--		23	
Reporting system used for reporting accountability data				
EDEN/EDFacts	67%	18	57%	13
Other electronic system	19%	5	26%	6
Do not use electronic system, submit hard copy	15%	4	17%	4
Number of Respondents	27		23	
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	19%	5	13%	3
Agree	63%	17	52%	12
Disagree	19%	5	30%	7
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	4%	1
Number of Respondents	27		23	
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	4%	1
Have not issued complaint	100%	27	96%	22
Number of Respondents	27		23	

Department of Education - Grantee Satisfaction Study
2014
Program - Improving Teacher Quality State Grants
Score Table

	2013	2014	Significant Difference
	Scores		
Responses	50	57	
ED Staff/Coordination	88	86	
Knowledge of relevant legislation, regulations, policies, and procedures	89	85	
Responsiveness to your questions	89	87	
Accuracy of responses	91	90	
Sufficiency of legal guidance in responses	91	85	
Consistency of responses with ED staff from different program offices	81	83	
Collaboration with other ED programs or offices in providing relevant services	81	84	
Online Resources	67	64	
Ease of finding materials online	65	59	
Ease of submitting information to ED via the web	70	77	
Freshness of content	68	66	
Ability to accomplish what you want on the site	67	63	
Ease of reading the site	67	66	
Ease of navigation	63	63	
Technical Assistance	--	72	
Dept. Staff - Helped build capacity to implement reform	--	70	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	68	
Increased knowledge/awareness regarding key issues	--	73	
Higher quality implementation of this program	--	76	
State was able to develop, improve, or support promising practices	--	76	
Technology	72	64	↓
ED's effectiveness in using technology to deliver its services	77	69	
ED's quality of assistance	77	73	
Effectiveness of automated process in improving state/LEA reporting	66	66	
Expected reduction in federal paperwork	65	63	
Documents	78	77	
Clarity	77	77	
Organization of information	79	79	
Sufficiency of detail to meet your program needs	78	76	
Relevance to your areas of need	81	79	
Comprehensiveness in addressing the scope of issues that you face	76	74	

Department of Education - Grantee Satisfaction Study
2014
Program - Improving Teacher Quality State Grants
Score Table

Responses	2013	2014	Significant Difference
	Scores		
OESE's Technical Assistance	50	57	
Effectiveness of OESE in helping you learn to implement grant programs	71	68	
Usefulness of OESE's technical assistance services as a model	78	74	
ACSI	65	60	
How satisfied are you with ED's products and services	66	65	
How well ED's products and services meet expectations	72	69	
How well ED compares with ideal products and services	62	64	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Improving Teacher Quality State Grants	--	84	
Ease of reaching the person who could address your concern	--	83	
Ability to resolve your issue	--	85	

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Program - Improving Teacher Quality State Grants
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	91%	52
Does not have education reform focus	--	--	4%	2
Don't Know	--	--	5%	3
Number of Respondents	--		57	
Reporting system used for reporting accountability data				
EDEN/EDFacts	50%	25	47%	27
Other electronic system	8%	4	19%	11
Do not use electronic system, submit hard copy	42%	21	33%	19
Number of Respondents	50		57	
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	24%	12	18%	10
Agree	68%	34	61%	35
Disagree	4%	2	9%	5
Strongly Disagree	4%	2	2%	1
Does Not Apply	0%	0	11%	6
Number of Respondents	50		57	
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	50	100%	57
Number of Respondents	50		57	

Department of Education - Grantee Satisfaction Study
2014
Program - 21st Century Community Learning Centers
Score Table

Responses	2013	2014	Significant Difference
	Scores		
Responses	34	26	
ED Staff/Coordination	76	76	
Knowledge of relevant legislation, regulations, policies, and procedures	80	78	
Responsiveness to your questions	80	80	
Accuracy of responses	81	80	
Sufficiency of legal guidance in responses	77	75	
Consistency of responses with ED staff from different program offices	67	70	
Collaboration with other ED programs or offices in providing relevant services	74	72	
Online Resources	66	56	↓
Ease of finding materials online	66	53	↓
Ease of submitting information to ED via the web	71	52	↓
Freshness of content	62	52	
Ability to accomplish what you want on the site	65	58	
Ease of reading the site	70	57	↓
Ease of navigation	64	58	
Technical Assistance	--	60	
Dept. Staff - Helped build capacity to implement reform	--	58	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	63	
Increased knowledge/awareness regarding key issues	--	57	
Higher quality implementation of this program	--	61	
State was able to develop, improve, or support promising practices	--	62	
Technology	67	63	
ED's effectiveness in using technology to deliver its services	70	69	
ED's quality of assistance	69	60	
Effectiveness of automated process in improving state/LEA reporting	71	52	↓
Expected reduction in federal paperwork	57	57	
Documents	63	65	
Clarity	61	66	
Organization of information	66	69	
Sufficiency of detail to meet your program needs	58	61	
Relevance to your areas of need	67	66	
Comprehensiveness in addressing the scope of issues that you face	61	61	
OESE's Technical Assistance	67	61	
Effectiveness of OESE in helping you learn to implement grant programs	70	67	
Usefulness of OESE's technical assistance services as a model	63	54	

Department of Education - Grantee Satisfaction Study
2014
Program - 21st Century Community Learning Centers
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ACSI	34	26	
How satisfied are you with ED's products and services	61	53	
How well ED's products and services meet expectations	69	60	↓
How well ED compares with ideal products and services	53	48	
Complaint	0	4	
Issued a formal complaint about assistance received from ED staff member	0	4	
21st Century Community Learning Centers	--	74	
Knowledge of grant and program administration issues	--	75	
Helpfulness of information on the website	--	79	
Ease of website navigation	--	77	
Helpfulness of information generated from the PPICS	--	51	
Preference of regional technical assistance meetings	--	66	
Preference of national technical assistance meetings	--	80	

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Program - 21st Century Community Learning Centers
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	65%	17
Does not have education reform focus	--	--	31%	8
Don't Know	--	--	4%	1
Number of Respondents	--		26	
Reporting system used for reporting accountability data				
EDEN/EDFacts	6%	2	15%	4
Other electronic system	79%	27	69%	18
Do not use electronic system, submit hard copy	15%	5	15%	4
Number of Respondents	34		26	
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	9%	3	4%	1
Agree	68%	23	65%	17
Disagree	12%	4	19%	5
Strongly Disagree	6%	2	8%	2
Does Not Apply	6%	2	4%	1
Number of Respondents	34		26	
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	4%	1
Have not issued complaint	100%	34	96%	25
Number of Respondents	34		26	
Prefer meetings include SEAs only or SEAs and Center-level staffs				
SEAs Only	--	--	58%	15
Both SEAs and Center-level staffs	--	--	42%	11
Number of Respondents	--		26	
Length of service as 21st CCLC State Director				
Less than one year	--	--	8%	2
More than one year	--	--	88%	23
I am not the state director but I have served in a leadership capacity for more than one year	--	--	4%	1
Number of Respondents	--		26	

Department of Education - Grantee Satisfaction Study
2014
Program - Alaska Native Education (ANE) Program
Score Table

	2014
	Scores
Responses	26
ED Staff/Coordination	82
Knowledge of relevant legislation, regulations, policies, and procedures	84
Responsiveness to your questions	79
Accuracy of responses	83
Sufficiency of legal guidance in responses	86
Consistency of responses with ED staff from different program offices	81
Collaboration with other ED programs or offices in providing relevant services	77
Online Resources	71
Ease of finding materials online	65
Ease of submitting information to ED via the web	74
Freshness of content	68
Ability to accomplish what you want on the site	74
Ease of reading the site	73
Ease of navigation	73
Technical Assistance	71
Dept. Staff - Helped build capacity to implement reform	65
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	71
Increased knowledge/awareness regarding key issues	70
Higher quality implementation of this program	73
State was able to develop, improve, or support promising practices	73
Technology	71
ED's effectiveness in using technology to deliver its services	68
ED's quality of assistance	74
Effectiveness of automated process in improving state/LEA reporting	67
Expected reduction in federal paperwork	70
Documents	75
Clarity	74
Organization of information	76
Sufficiency of detail to meet your program needs	75
Relevance to your areas of need	77
Comprehensiveness in addressing the scope of issues that you face	73
OESE's Technical Assistance	70
Effectiveness of OESE in helping you learn to implement grant programs	71
Usefulness of OESE's technical assistance services as a model	66

Department of Education - Grantee Satisfaction Study
2014
Program - Alaska Native Education (ANE) Program
Score Table

	2014
	Scores
Responses	26
ACSI	66
How satisfied are you with ED's products and services	71
How well ED's products and services meet expectations	62
How well ED compares with ideal products and services	64
Complaint	0
Issued a formal complaint about assistance received from ED staff member	0
Alaska Native Education	83
Knowledge of grant and program administration issues	76
Program purpose	85
Program priorities	86
Selection criteria	83
Review process	77
Budget information and forms	85
Deadline for submission	93
Dollar limit on awards	85
Page limitation instructions	85
Formatting instructions	87
Program contact	90
Helpfulness of information on the website	66
Ease of website navigation	61

Department of Education - Grantee Satisfaction Study
2014
Program - Alaska Native Education (ANE) Program
Demographics

	2014	
	Percent	Frequency
Program has education reform focus		
Has education reform focus	88%	23
Does not have education reform focus	12%	3
Don't Know	0%	0
Number of Respondents	26	
Reporting system used for reporting accountability data		
EDEN/EDFacts	42%	11
Other electronic system	50%	13
Do not use electronic system, submit hard copy	8%	2
Number of Respondents	26	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	19%	5
Agree	73%	19
Disagree	0%	0
Strongly Disagree	8%	2
Does Not Apply	0%	0
Number of Respondents	26	
Issued formal complaint about assistance received from ED staff member		
Issued complaint	0%	0
Have not issued complaint	100%	26
Number of Respondents	26	
Length of service as ANE State Director		
Less than one year	12%	3
More than one year	85%	22
I am not the state director but I have served in a leadership capacity for more than one year	4%	1
Number of Respondents	26	
Where tech assist took place~		
Project Directors' meeting sponsored by the Department	25%	5
Conference call/email exchange with your Program Officer	100%	20
Program Officer	30%	6
Monitoring contractor	0%	0
Other	5%	1
Number of Respondents	20	
Program officer initiated technical assistance or Quarterly Monitoring Call		
Initiated technical assistance	77%	20
Did not initiate	23%	6
Number of Respondents	26	

Department of Education - Grantee Satisfaction Study
2014
Program - Striving Readers Comprehensive Literacy Program
Score Table

	2013	2014	Significant Difference
	Scores		
Responses	9	5	
ED Staff/Coordination	83	73	
Knowledge of relevant legislation, regulations, policies, and procedures	83	78	
Responsiveness to your questions	91	73	
Accuracy of responses	83	64	
Sufficiency of legal guidance in responses	83	81	
Consistency of responses with ED staff from different program offices	78	75	
Collaboration with other ED programs or offices in providing relevant services	78	63	
Online Resources	71	59	
Ease of finding materials online	57	61	
Ease of submitting information to ED via the web	75	58	
Freshness of content	67	64	
Ability to accomplish what you want on the site	65	49	
Ease of reading the site	67	69	
Ease of navigation	75	60	
Technical Assistance	--	61	
Dept. Staff - Helped build capacity to implement reform	--	58	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	60	
Increased knowledge/awareness regarding key issues	--	53	
Higher quality implementation of this program	--	62	
State was able to develop, improve, or support promising practices	--	71	
Technology	71	65	
ED's effectiveness in using technology to deliver its services	72	53	
ED's quality of assistance	73	67	
Effectiveness of automated process in improving state/LEA reporting	73	58	
Expected reduction in federal paperwork	71	67	
Documents	70	57	
Clarity	67	47	
Organization of information	70	56	
Sufficiency of detail to meet your program needs	70	64	
Relevance to your areas of need	72	62	
Comprehensiveness in addressing the scope of issues that you face	69	56	

Department of Education - Grantee Satisfaction Study
2014
Program - Striving Readers Comprehensive Literacy Program
Score Table

Responses	2013	2014	Significant Difference
	Scores		
OESE's Technical Assistance	9	5	
Effectiveness of OESE in helping you learn to implement grant programs	74	60	
Usefulness of OESE's technical assistance services as a model	75	67	
ACSI	71	53	
How satisfied are you with ED's products and services	60	45	
How well ED's products and services meet expectations	67	60	
How well ED compares with ideal products and services	57	33	
Complaint	54	40	
Issued a formal complaint about assistance received from ED staff member	0	0	
Striving Readers	--	78	
Coordination of Dept of Ed Program Officers/IES staff/Abt Associates efforts	74	67	
Resolution of problems by current Program Officer	81	78	
Timeliness of response to questions or requests by current Program Officer	88	76	
Current Program Officer's knowledge of applicable statutes/regulations/policies	83	87	
Current Program Officer's knowledge of relevant program content	72	78	
Current Program Officer's knowledge of program evaluation issues	75	78	

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Program - Striving Readers Comprehensive Literacy Program
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	100%	5
Does not have education reform focus	--	--	0%	0
Don't Know	--	--	0%	0
Number of Respondents	--		5	
Reporting system used for reporting accountability data				
EDEN/EDFacts	33%	3	20%	1
Other electronic system	22%	2	60%	3
Do not use electronic system, submit hard copy	44%	4	20%	1
Number of Respondents		9		5
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	11%	1	20%	1
Agree	56%	5	20%	1
Disagree	22%	2	60%	3
Strongly Disagree	11%	1	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		9		5
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	9	100%	5
Number of Respondents		9		5
Role				
Project Director	100%	9	100%	5
Evaluator	0%	0	0%	0
Number of Respondents		9		5

Department of Education - Grantee Satisfaction Study
2014
Program - Mathematics and Science Partnerships
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ED Staff/Coordination	35	34	
ED Staff/Coordination	93	90	
Knowledge of relevant legislation, regulations, policies, and procedures	95	90	
Responsiveness to your questions	92	89	
Accuracy of responses	96	92	
Sufficiency of legal guidance in responses	92	89	
Consistency of responses with ED staff from different program offices	95	88	
Collaboration with other ED programs or offices in providing relevant services	92	89	
Online Resources	83	78	
Ease of finding materials online	82	79	
Ease of submitting information to ED via the web	83	77	
Freshness of content	83	78	
Ability to accomplish what you want on the site	84	80	
Ease of reading the site	83	80	
Ease of navigation	81	75	
Technical Assistance	--	80	
Dept. Staff - Helped build capacity to implement reform	--	77	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	76	
Increased knowledge/awareness regarding key issues	--	77	
Higher quality implementation of this program	--	85	
State was able to develop, improve, or support promising practices	--	82	
Technology	84	79	
ED's effectiveness in using technology to deliver its services	88	83	
ED's quality of assistance	88	84	
Effectiveness of automated process in improving state/LEA reporting	85	82	
Expected reduction in federal paperwork	68	70	
Documents	87	81	
Clarity	87	81	
Organization of information	87	82	
Sufficiency of detail to meet your program needs	87	81	
Relevance to your areas of need	89	81	↓
Comprehensiveness in addressing the scope of issues that you face	86	78	
OESE's Technical Assistance	81	74	
Effectiveness of OESE in helping you learn to implement grant programs	86	78	
Usefulness of OESE's technical assistance services as a model	74	68	

Department of Education - Grantee Satisfaction Study
2014
Program - Mathematics and Science Partnerships
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ACSI	35	34	
How satisfied are you with ED's products and services	78	72	
How well ED's products and services meet expectations	84	78	
How well ED compares with ideal products and services	75	69	
How well ED compares with ideal products and services	75	68	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Mathematics and Science Partnerships	86	84	
Responsiveness of U.S. Department of Education staff	91	89	
Knowledge of staff on math and science issues and program admin issues	90	89	
Helpfulness of information on MSP website	85	82	
Ease of navigating MSP website	86	81	
Helpfulness of information on web-based annual performance report	80	80	
Ease of navigating web-based annual performance report process	77	75	
Contractor support is helpful and knowledgeable	92	89	

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Program - Mathematics and Science Partnerships
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	91%	31
Does not have education reform focus	--	--	3%	1
Don't Know	--	--	6%	2
Number of Respondents	--		34	
Reporting system used for reporting accountability data				
EDEN/EDFacts	34%	12	15%	5
Other electronic system	60%	21	79%	27
Do not use electronic system, submit hard copy	6%	2	6%	2
Number of Respondents	35		34	
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	40%	14	41%	14
Agree	57%	20	50%	17
Disagree	3%	1	9%	3
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents	35		34	
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	35	100%	34
Number of Respondents	35		34	

Department of Education - Grantee Satisfaction Study
2014
Program - Payments for Federally Connected Children (Section 8003)
Score Table

Responses	2013	2014	Significant Difference
	Scores		
Responses	59	37	
ED Staff/Coordination	85	81	
Knowledge of relevant legislation, regulations, policies, and procedures	86	84	
Responsiveness to your questions	83	79	
Accuracy of responses	87	85	
Sufficiency of legal guidance in responses	83	78	
Consistency of responses with ED staff from different program offices	82	80	
Collaboration with other ED programs or offices in providing relevant services	83	75	
Online Resources	77	72	
Ease of finding materials online	72	68	
Ease of submitting information to ED via the web	80	76	
Freshness of content	81	76	
Ability to accomplish what you want on the site	80	74	
Ease of reading the site	76	72	
Ease of navigation	75	71	
Technical Assistance	--	69	
Dept. Staff - Helped build capacity to implement reform	--	71	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	67	
Increased knowledge/awareness regarding key issues	--	70	
Higher quality implementation of this program	--	68	
State was able to develop, improve, or support promising practices	--	73	
Technology	75	69	
ED's effectiveness in using technology to deliver its services	82	75	
ED's quality of assistance	78	70	
Effectiveness of automated process in improving state/LEA reporting	72	71	
Expected reduction in federal paperwork	65	60	
Documents	77	70	
Clarity	77	69	↓
Organization of information	79	70	↓
Sufficiency of detail to meet your program needs	76	70	
Relevance to your areas of need	78	72	
Comprehensiveness in addressing the scope of issues that you face	75	70	
OESE's Technical Assistance	76	68	
Effectiveness of OESE in helping you learn to implement grant programs	77	68	
Usefulness of OESE's technical assistance services as a model	72	58	

Department of Education - Grantee Satisfaction Study
2014
Program - Payments for Federally Connected Children (Section 8003)
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ACSI	59	37	
How satisfied are you with ED's products and services	72	64	
How well ED's products and services meet expectations	76	70	
How well ED compares with ideal products and services	71	61	↓
Complaint	0	3	
Issued a formal complaint about assistance received from ED staff member	0	3	
Payments for Federally Connected Children (Section 8003)	81	74	
Effectiveness of the documents in helping complete the application	81	74	
Staff's performance in answering questions and helping complete application	85	76	
G5 Helpdesk's performance in resolving problem	91	87	
Ease of reaching person who could address concern	75	68	
Impact Aid staff's ability to resolve issue	80	72	

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Program - Payments for Federally Connected Children (Section 8003)
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	49%	18
Does not have education reform focus	--	--	27%	10
Don't Know	--	--	24%	9
Number of Respondents	--			37
Reporting system used for reporting accountability data				
EDEN/EDFacts	56%	33	51%	19
Other electronic system	31%	18	35%	13
Do not use electronic system, submit hard copy	14%	8	14%	5
Number of Respondents		59		37
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	31%	18	22%	8
Agree	53%	31	57%	21
Disagree	15%	9	11%	4
Strongly Disagree	0%	0	5%	2
Does Not Apply	2%	1	5%	2
Number of Respondents		59		37
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	3%	1
Have not issued complaint	100%	59	97%	36
Number of Respondents		59		37
Used written instruction and guidance documents for the Impact Aid application				
Used	95%	56	97%	36
Did not use	5%	3	3%	1
Number of Respondents		59		37

Department of Education - Grantee Satisfaction Study
2014
Program - Payments for Federally Connected Children (Section 8003)
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Contacted the Impact Aid Program for technical assistance				
Contacted	46%	27	57%	21
Did not contact	54%	32	43%	16
Number of Respondents		59		37
Contacted G5 Helpdesk for technical assistance				
Contacted	47%	28	35%	13
Did not contact	53%	31	65%	24
Number of Respondents		59		37
Participated in meetings where info on Sec 8003 prog or review process provid				
Participated	78%	46	70%	26
Did not participate	22%	13	30%	11
Number of Respondents		59		37
Presentation andor materials helped understand responsibilities				
Helped understand	89%	41	100%	26
Did not help understand	11%	5	0%	0
Number of Respondents		46		26
School district contacted by the Impact Aid Program in the past year				
Contacted	46%	27	46%	17
Was not contacted	54%	32	54%	20
Number of Respondents		59		37
Letter provided sufficient explanation to prepare documents for review				
Provided sufficient explanation	89%	24	82%	14
Did not provide sufficient explanation	11%	3	18%	3
Number of Respondents		27		17
Receive timely communications regarding outcome of review				
Received	58%	34	57%	21
Did not receive	42%	25	43%	16
Number of Respondents		59		37

Department of Education - Grantee Satisfaction Study
2014
Program - Payments for Federal Property (Section 8002)
Score Table

Responses	2013	2014	Significant Difference
	Scores		
Responses	56	37	
ED Staff/Coordination	83	77	
Knowledge of relevant legislation, regulations, policies, and procedures	84	76	
Responsiveness to your questions	83	76	
Accuracy of responses	83	76	
Sufficiency of legal guidance in responses	82	73	
Consistency of responses with ED staff from different program offices	81	72	
Collaboration with other ED programs or offices in providing relevant services	88	75	↓
Online Resources	77	72	
Ease of finding materials online	74	70	
Ease of submitting information to ED via the web	78	74	
Freshness of content	79	75	
Ability to accomplish what you want on the site	78	74	
Ease of reading the site	78	72	
Ease of navigation	75	70	
Technical Assistance	--	81	
Dept. Staff - Helped build capacity to implement reform	--	79	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	79	
Increased knowledge/awareness regarding key issues	--	83	
Higher quality implementation of this program	--	82	
State was able to develop, improve, or support promising practices	--	79	
Technology	79	70	↓
ED's effectiveness in using technology to deliver its services	83	74	↓
ED's quality of assistance	81	72	↓
Effectiveness of automated process in improving state/LEA reporting	77	69	
Expected reduction in federal paperwork	69	62	
Documents	77	75	
Clarity	77	75	
Organization of information	80	75	
Sufficiency of detail to meet your program needs	76	77	
Relevance to your areas of need	75	75	
Comprehensiveness in addressing the scope of issues that you face	75	76	
OESE's Technical Assistance	74	72	
Effectiveness of OESE in helping you learn to implement grant programs	74	72	
Usefulness of OESE's technical assistance services as a model	76	69	

Department of Education - Grantee Satisfaction Study
2014
Program - Payments for Federal Property (Section 8002)
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ACSI	56	37	
How satisfied are you with ED's products and services	75	68	
How well ED's products and services meet expectations	80	71	↓
How well ED compares with ideal products and services	72	65	
	72	66	
Complaint	4	0	
Issued a formal complaint about assistance received from ED staff member	4	0	
Payments for Federal Property (Section 8002)	85	77	
Effectiveness of documents in helping complete application	78	79	
Impact Aid staff's responsiveness to answering questions	85	79	
Impact Aid staff's supportiveness in helping complete application	85	79	
Impact Aid staff's knowledge about technical material	79	80	
Quality of interaction with staff during review process	86	76	↓

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Program - Payments for Federal Property (Section 8002)
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	30%	11
Does not have education reform focus	--	--	43%	16
Don't Know	--	--	27%	10
Number of Respondents		--		37
Reporting system used for reporting accountability data				
EDEN/EDFacts	36%	20	49%	18
Other electronic system	32%	18	27%	10
Do not use electronic system, submit hard copy	32%	18	24%	9
Number of Respondents		56		37
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	23%	13	24%	9
Agree	68%	38	62%	23
Disagree	5%	3	3%	1
Strongly Disagree	0%	0	8%	3
Does Not Apply	4%	2	3%	1
Number of Respondents		56		37
Issued formal complaint about assistance received from ED staff member				
Issued complaint	4%	2	0%	0
Have not issued complaint	96%	54	100%	37
Number of Respondents		56		37
Uses written instruction and guidance documents provided for application				
Used	95%	53	92%	34
Did not use	5%	3	8%	3
Number of Respondents		56		37
Contacted Impact Aid Program for technical assistance				
Contacted	63%	35	62%	23
Did not contact	38%	21	38%	14
Number of Respondents		56		37
Attended mtgs where info on Sec 8002 progapp submissionrev process provided				
Attended	63%	35	68%	25
Have not attended	38%	21	32%	12
Number of Respondents		56		37
Presentation and/or materials prepared help understand responsibilities				
Helped understand	97%	34	100%	25
Did not help understand	3%	1	0%	0
Number of Respondents		35		25

Department of Education - Grantee Satisfaction Study
2014
Program - Race to the Top – Early Learning Challenge Fund
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ED Staff/Coordination	83	90	
Knowledge of relevant legislation, regulations, policies, and procedures	78	87	
Responsiveness to your questions	89	91	
Accuracy of responses	78	94	↑
Sufficiency of legal guidance in responses	78	92	
Consistency of responses with ED staff from different program offices	94	93	
Collaboration with other ED programs or offices in providing relevant services	89	89	
Online Resources	78	75	
Ease of finding materials online	74	75	
Ease of submitting information to ED via the web	78	71	
Freshness of content	78	75	
Ability to accomplish what you want on the site	81	75	
Ease of reading the site	81	78	
Ease of navigation	78	76	
Technical Assistance	--	77	
Dept. Staff - Helped build capacity to implement reform	--	77	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	67	
Increased knowledge/awareness regarding key issues	--	77	
Higher quality implementation of this program	--	79	
State was able to develop, improve, or support promising practices	--	79	
Technology	60	77	
ED's effectiveness in using technology to deliver its services	70	76	
ED's quality of assistance	59	82	
Effectiveness of automated process in improving state/LEA reporting	56	78	
Expected reduction in federal paperwork	56	69	
Documents	73	75	
Clarity	67	76	
Organization of information	74	76	
Sufficiency of detail to meet your program needs	74	76	
Relevance to your areas of need	74	75	
Comprehensiveness in addressing the scope of issues that you face	74	73	
OESE's Technical Assistance	82	81	
Effectiveness of OESE in helping you learn to implement grant programs	85	81	
Usefulness of OESE's technical assistance services as a model	78	81	

Department of Education - Grantee Satisfaction Study
2014
Program - Race to the Top – Early Learning Challenge Fund
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ACSI	3	17	
How satisfied are you with ED's products and services	76	73	
How well ED's products and services meet expectations	85	80	
How well ED compares with ideal products and services	78	69	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	63	69	
Race to the Top (Early Learning Challenge Fund)	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Race to the Top (Early Learning Challenge Fund)	84	88	
Accessibility and responsiveness of program staff	89	92	
Timely resolution of questions by program staff	85	84	
Clarity of information provided by program staff	85	90	
Usefulness and relevance of technical assistance	67	82	
Usefulness and relevance of monthly conference calls	78	88	

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Program - Race to the Top – Early Learning Challenge Fund
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	94%	16
Does not have education reform focus	--	--	6%	1
Don't Know	--	--	0%	0
Number of Respondents	--		17	
Reporting system used for reporting accountability data				
EDEN/EDFacts	0%	0	12%	2
Other electronic system	100%	3	88%	15
Do not use electronic system, submit hard copy	0%	0	0%	0
Number of Respondents	3		17	
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	67%	2	29%	5
Agree	0%	0	65%	11
Disagree	33%	1	0%	0
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	6%	1
Number of Respondents	3		17	
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	3	100%	17
Number of Respondents	3		17	

Department of Education - Grantee Satisfaction Study
2014
Program - Indian Education Formula Grants to Local Educational Agencies National Activities
Score Table

Responses	2013	2014	Significant Difference
	Scores		
Responses	66	27	
ED Staff/Coordination	85	88	
Knowledge of relevant legislation, regulations, policies, and procedures	85	87	
Responsiveness to your questions	84	88	
Accuracy of responses	86	90	
Sufficiency of legal guidance in responses	83	87	
Consistency of responses with ED staff from different program offices	84	85	
Collaboration with other ED programs or offices in providing relevant services	84	90	
Online Resources	83	85	
Ease of finding materials online	79	80	
Ease of submitting information to ED via the web	86	91	
Freshness of content	82	84	
Ability to accomplish what you want on the site	84	86	
Ease of reading the site	84	87	
Ease of navigation	82	83	
Technical Assistance	--	76	
Dept. Staff - Helped build capacity to implement reform	--	76	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	73	
Increased knowledge/awareness regarding key issues	--	75	
Higher quality implementation of this program	--	78	
State was able to develop, improve, or support promising practices	--	73	
Technology	82	87	
ED's effectiveness in using technology to deliver its services	84	88	
ED's quality of assistance	83	87	
Effectiveness of automated process in improving state/LEA reporting	81	87	
Expected reduction in federal paperwork	74	79	
Documents	80	83	
Clarity	79	82	
Organization of information	81	82	
Sufficiency of detail to meet your program needs	81	84	
Relevance to your areas of need	80	85	
Comprehensiveness in addressing the scope of issues that you face	78	83	

Department of Education - Grantee Satisfaction Study
2014
Program - Indian Education Formula Grants to Local Educational Agencies National Activities
Score Table

Responses	2013	2014	Significant Difference
	Scores		
Responses	66	27	
OESE's Technical Assistance	83	81	
Effectiveness of OESE in helping you learn to implement grant programs	83	83	
Usefulness of OESE's technical assistance services as a model	81	75	
ACSI	79	80	
How satisfied are you with ED's products and services	83	84	
How well ED's products and services meet expectations	76	74	
How well ED compares with ideal products and services	76	79	
Complaint	2	0	
Issued a formal complaint about assistance received from ED staff member	2	0	
Indian Education Formula Grants to Local Education Agencies	86	90	
TA helps with implementation of Title VII Formula grant program	82	88	
TA's responsiveness to answering questions and/or information requests	85	89	
TA disseminates accurate information	86	88	
TA's timeliness of providing information to meet your application deadlines	86	92	↑
Usefulness of the information in the guidance documents	85	84	
Effectiveness of relationship with the Title VII, OIE program office	83	85	
Ease of using EASIE system in applying for a grant	88	91	
EASIE system disseminates information in a timely manner	88	91	
Training provided on the EASIE system and grant application process	89	90	
Overall user-friendliness of the EASIE application system	87	91	
Support and technical assistance during grant application process	89	92	

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Program - Indian Education Formula Grants to Local Educational Agencies National Activities
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	70%	19
Does not have education reform focus	--	--	11%	3
Don't Know	--	--	19%	5
Number of Respondents	--		27	
Reporting system used for reporting accountability data				
EDEN/EDFacts	94%	62	93%	25
Other electronic system	2%	1	0%	0
Do not use electronic system, submit hard copy	5%	3	7%	2
Number of Respondents	66		27	
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	42%	28	56%	15
Agree	55%	36	37%	10
Disagree	3%	2	4%	1
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	4%	1
Number of Respondents	66		27	
Issued formal complaint about assistance received from ED staff member				
Issued complaint	2%	1	0%	0
Have not issued complaint	98%	65	100%	27
Number of Respondents	66		27	

Department of Education - Grantee Satisfaction Study
2014
Program - Migrant Education Programs (Title I, Part C)
Score Table

Responses	2013	2014	Significant Difference
	Scores		
Responses	22	34	
ED Staff/Coordination	75	83	
Knowledge of relevant legislation, regulations, policies, and procedures	83	85	
Responsiveness to your questions	68	81	↑
Accuracy of responses	79	86	
Sufficiency of legal guidance in responses	76	85	
Consistency of responses with ED staff from different program offices	77	82	
Collaboration with other ED programs or offices in providing relevant services	69	77	
Online Resources	60	66	
Ease of finding materials online	58	63	
Ease of submitting information to ED via the web	64	71	
Freshness of content	62	68	
Ability to accomplish what you want on the site	62	65	
Ease of reading the site	61	67	
Ease of navigation	56	64	
Technical Assistance	--	80	
Dept. Staff - Helped build capacity to implement reform	--	78	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	80	
Increased knowledge/awareness regarding key issues	--	80	
Higher quality implementation of this program	--	82	
State was able to develop, improve, or support promising practices	--	80	
Technology	70	70	
ED's effectiveness in using technology to deliver its services	76	75	
ED's quality of assistance	71	75	
Effectiveness of automated process in improving state/LEA reporting	64	68	
Expected reduction in federal paperwork	62	60	
Documents	74	76	
Clarity	77	76	
Organization of information	77	78	
Sufficiency of detail to meet your program needs	73	75	
Relevance to your areas of need	74	78	
Comprehensiveness in addressing the scope of issues that you face	69	74	

Department of Education - Grantee Satisfaction Study
2014
Program - Migrant Education Programs (Title I, Part C)
Score Table

Responses	2013	2014	Significant Difference
	Scores		
OESE's Technical Assistance	22	34	
Effectiveness of OESE in helping you learn to implement grant programs	68	76	
Usefulness of OESE's technical assistance services as a model	69	64	
ACSI	64	68	
How satisfied are you with ED's products and services	70	73	
How well ED's products and services meet expectations	62	65	
How well ED compares with ideal products and services	57	64	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Migrant Education Program (MEP)	--	80	
Usefulness and relevance of Directors meeting	--	82	
Usefulness and relevance of webinars	--	79	
Usefulness and relevance of semi-annual conference calls	72	80	

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Program - Migrant Education Programs (Title I, Part C)
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	59%	20
Does not have education reform focus	--	--	35%	12
Don't Know	--	--	6%	2
Number of Respondents	--			34
Reporting system used for reporting accountability data				
EDEN/EDFacts	91%	20	97%	33
Other electronic system	9%	2	3%	1
Do not use electronic system, submit hard copy	0%	0	0%	0
Number of Respondents		22		34
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	9%	2	18%	6
Agree	77%	17	76%	26
Disagree	9%	2	6%	2
Strongly Disagree	5%	1	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		22		34
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	22	100%	34
Number of Respondents		22		34
Received Technical Assistance~				
OME-sponsored Directors Meeting	--	--	82%	28
Email Address	--	--	88%	30
Listserv	--	--	71%	24
Telephone call	--	--	88%	30
Webinar	--	--	94%	32
Other	--	--	15%	5
Number of Respondents	--			34

Department of Education - Grantee Satisfaction Study
2014
Program - High School Equivalency Program – Migrant Education
Score Table

Responses	2013	2014	Significant Difference
	Scores		
Responses	29	35	
ED Staff/Coordination	89	87	
Knowledge of relevant legislation, regulations, policies, and procedures	94	89	
Responsiveness to your questions	87	85	
Accuracy of responses	90	86	
Sufficiency of legal guidance in responses	86	87	
Consistency of responses with ED staff from different program offices	85	86	
Collaboration with other ED programs or offices in providing relevant services	87	89	
Online Resources	75	86	↑
Ease of finding materials online	75	83	↑
Ease of submitting information to ED via the web	73	89	↑
Freshness of content	75	85	↑
Ability to accomplish what you want on the site	75	87	↑
Ease of reading the site	78	88	↑
Ease of navigation	76	87	↑
Technical Assistance	--	84	
Dept. Staff - Helped build capacity to implement reform	--	84	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	88	
Increased knowledge/awareness regarding key issues	--	84	
Higher quality implementation of this program	--	87	
State was able to develop, improve, or support promising practices	--	84	
Technology	81	86	
ED's effectiveness in using technology to deliver its services	83	91	↑
ED's quality of assistance	81	86	
Effectiveness of automated process in improving state/LEA reporting	77	83	
Expected reduction in federal paperwork	82	83	
Documents	88	89	
Clarity	87	89	
Organization of information	89	90	
Sufficiency of detail to meet your program needs	87	90	
Relevance to your areas of need	90	90	
Comprehensiveness in addressing the scope of issues that you face	86	88	
OESE's Technical Assistance	77	86	
Effectiveness of OESE in helping you learn to implement grant programs	78	86	
Usefulness of OESE's technical assistance services as a model	74	84	

Department of Education - Grantee Satisfaction Study
2014
Program - High School Equivalency Program – Migrant Education
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ACSI	29	35	
How satisfied are you with ED's products and services	80	80	
How well ED's products and services meet expectations	85	85	
How well ED compares with ideal products and services	77	77	
	76	76	
Complaint	0	3	
Issued a formal complaint about assistance received from ED staff member	0	3	
High School Equivalency Program (HEP)	87	90	
Accessibility and responsiveness of program staff	86	89	
Timely resolution of questions by program staff	86	86	
Clarity of information provided by program staff	89	89	
Usefulness and relevance of technical assistance strategies	87	92	
Usefulness and relevance of semi-annual conference calls	86	92	↑
Usefulness and relevance of courtesy calls	--	92	

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Program - High School Equivalency Program – Migrant Education
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	74%	26
Does not have education reform focus	--	--	9%	3
Don't Know	--	--	17%	6
Number of Respondents	--		35	
Reporting system used for reporting accountability data				
EDEN/EDFacts	7%	2	14%	5
Other electronic system	86%	25	74%	26
Do not use electronic system, submit hard copy	7%	2	11%	4
Number of Respondents	29		35	
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	38%	11	51%	18
Agree	52%	15	43%	15
Disagree	7%	2	3%	1
Strongly Disagree	3%	1	3%	1
Does Not Apply	0%	0	0%	0
Number of Respondents	29		35	
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	3%	1
Have not issued complaint	100%	29	97%	34
Number of Respondents	29		35	

Department of Education - Grantee Satisfaction Study
2014
Program - Safe and Supportive Schools Program
Score Table

Responses	2013	2014	Significant Difference
	Scores		
	7	8	
ED Staff/Coordination	79	81	
Knowledge of relevant legislation, regulations, policies, and procedures	83	86	
Responsiveness to your questions	79	85	
Accuracy of responses	81	83	
Sufficiency of legal guidance in responses	78	79	
Consistency of responses with ED staff from different program offices	72	69	
Collaboration with other ED programs or offices in providing relevant services	89	69	
Online Resources	64	64	
Ease of finding materials online	59	56	
Ease of submitting information to ED via the web	54	67	
Freshness of content	69	68	
Ability to accomplish what you want on the site	67	64	
Ease of reading the site	67	64	
Ease of navigation	69	58	
Technical Assistance	--	86	
Dept. Staff - Helped build capacity to implement reform	--	71	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	81	
Increased knowledge/awareness regarding key issues	--	87	
Higher quality implementation of this program	--	94	
State was able to develop, improve, or support promising practices	--	94	
Technology	74	65	
ED's effectiveness in using technology to deliver its services	85	60	↓
ED's quality of assistance	78	76	
Effectiveness of automated process in improving state/LEA reporting	68	64	
Expected reduction in federal paperwork	65	51	
Documents	78	78	
Clarity	73	76	
Organization of information	73	75	
Sufficiency of detail to meet your program needs	79	84	
Relevance to your areas of need	84	79	
Comprehensiveness in addressing the scope of issues that you face	84	76	
OESE's Technical Assistance	80	81	
Effectiveness of OESE in helping you learn to implement grant programs	84	82	
Usefulness of OESE's technical assistance services as a model	76	79	

Department of Education - Grantee Satisfaction Study
2014
Program - Safe and Supportive Schools Program
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ACSI	77	73	
How satisfied are you with ED's products and services	81	78	
How well ED's products and services meet expectations	75	74	
How well ED compares with ideal products and services	73	67	
Complaint	14	0	
Issued a formal complaint about assistance received from ED staff member	14	0	
Safe and Supportive Schools Program	87	87	
Responsiveness and accuracy answering questions related to S3 prog. requirements	87	92	
Responsiveness answering questions related to Dept of ED (EDGAR) and regulations	91	83	
Relevance and usefulness of technical assistance related to grant implementation	83	85	
Timeliness in returning phone calls and responding to emails	87	88	
Effectiveness providing instructions - Annual performance reports and GPRA	86	88	
Effectiveness providing instructions - Budget development, revisions, reporting	83	86	
Relevance and usefulness to your project and program activities	97	90	
Relevance and usefulness to your project's sustainability	94	88	
Frequency of communication	98	79	↓
Use of technology to deliver services	92	79	

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Program - Safe and Supportive Schools Program
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	88%	7
Does not have education reform focus	--	--	13%	1
Don't Know	--	--	0%	0
Number of Respondents	--		8	
Reporting system used for reporting accountability data				
EDEN/EDFacts	43%	3	38%	3
Other electronic system	43%	3	63%	5
Do not use electronic system, submit hard copy	14%	1	0%	0
Number of Respondents		7		8
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	43%	3	38%	3
Agree	57%	4	50%	4
Disagree	0%	0	13%	1
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		7		8
Issued formal complaint about assistance received from ED staff member				
Issued complaint	14%	1	0%	0
Have not issued complaint	86%	6	100%	8
Number of Respondents		7		8

Department of Education - Grantee Satisfaction Study
2014
Program - Carol White Physical Education Program
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ED Staff/Coordination	72	87	
ED Staff/Coordination	82	83	
Knowledge of relevant legislation, regulations, policies, and procedures	85	87	
Responsiveness to your questions	80	82	
Accuracy of responses	85	85	
Sufficiency of legal guidance in responses	81	84	
Consistency of responses with ED staff from different program offices	76	79	
Collaboration with other ED programs or offices in providing relevant services	84	85	
Online Resources	72	69	
Ease of finding materials online	72	68	
Ease of submitting information to ED via the web	71	68	
Freshness of content	76	73	
Ability to accomplish what you want on the site	73	69	
Ease of reading the site	75	70	
Ease of navigation	72	69	
Technical Assistance	--	74	
Dept. Staff - Helped build capacity to implement reform	--	74	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	70	
Increased knowledge/awareness regarding key issues	--	74	
Higher quality implementation of this program	--	78	
State was able to develop, improve, or support promising practices	--	71	
Technology	73	74	
ED's effectiveness in using technology to deliver its services	78	79	
ED's quality of assistance	73	75	
Effectiveness of automated process in improving state/LEA reporting	69	72	
Expected reduction in federal paperwork	72	72	
Documents	76	75	
Clarity	76	74	
Organization of information	77	76	
Sufficiency of detail to meet your program needs	74	76	
Relevance to your areas of need	78	76	
Comprehensiveness in addressing the scope of issues that you face	75	74	
OESE's Technical Assistance	76	73	
Effectiveness of OESE in helping you learn to implement grant programs	77	75	
Usefulness of OESE's technical assistance services as a model	70	64	

Department of Education - Grantee Satisfaction Study
2014
Program - Carol White Physical Education Program
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ACSI	72	87	
How satisfied are you with ED's products and services	77	75	
How well ED's products and services meet expectations	69	67	
How well ED compares with ideal products and services	69	68	
Complaint	4	0	↓
Issued a formal complaint about assistance received from ED staff member	4	0	↓
Carol White Physical Education Program	79	79	
FPO's responsiveness to questions about PEP program requirements	83	80	
FPO's responsiveness to questions about EDGAR and other Federal regulations	84	81	
FPO's timeliness in returning phone calls and responding to emails	79	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	79	80	
Frequency of communication with FPO	79	79	
Instructions and guidance regarding GPRA data collection and reporting	78	80	
Relevance and usefulness to your program and program activities	78	79	
Relevance and usefulness to your program's sustainability	74	77	
Importance of Federal Project Officer site visit	43	36	

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Program - Carol White Physical Education Program
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	57%	50
Does not have education reform focus	--	--	29%	25
Don't Know	--	--	14%	12
Number of Respondents	--		87	
Reporting system used for reporting accountability data				
EDEN/EDFacts	28%	20	18%	16
Other electronic system	46%	33	43%	37
Do not use electronic system, submit hard copy	26%	19	39%	34
Number of Respondents	72		87	
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	26%	19	25%	22
Agree	68%	49	62%	54
Disagree	3%	2	8%	7
Strongly Disagree	3%	2	3%	3
Does Not Apply	0%	0	1%	1
Number of Respondents	72		87	
Issued formal complaint about assistance received from ED staff member				
Issued complaint	4%	3	0%	0
Have not issued complaint	96%	69	100%	87
Number of Respondents	72		87	

Department of Education - Grantee Satisfaction Study
2014
Program - Elementary and Secondary School Counseling Program
Score Table

Responses	2013	2014	Significant Difference
	Scores		
Responses	48	23	
ED Staff/Coordination	85	87	
Knowledge of relevant legislation, regulations, policies, and procedures	88	89	
Responsiveness to your questions	78	80	
Accuracy of responses	88	90	
Sufficiency of legal guidance in responses	88	88	
Consistency of responses with ED staff from different program offices	80	79	
Collaboration with other ED programs or offices in providing relevant services	84	81	
Online Resources	75	73	
Ease of finding materials online	78	70	
Ease of submitting information to ED via the web	70	70	
Freshness of content	82	78	
Ability to accomplish what you want on the site	73	78	
Ease of reading the site	78	74	
Ease of navigation	72	73	
Technical Assistance	--	81	
Dept. Staff - Helped build capacity to implement reform	--	81	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	79	
Increased knowledge/awareness regarding key issues	--	75	
Higher quality implementation of this program	--	83	
State was able to develop, improve, or support promising practices	--	80	
Technology	69	70	
ED's effectiveness in using technology to deliver its services	74	69	
ED's quality of assistance	78	81	
Effectiveness of automated process in improving state/LEA reporting	73	72	
Expected reduction in federal paperwork	65	67	
Documents	79	75	
Clarity	80	71	
Organization of information	81	77	
Sufficiency of detail to meet your program needs	79	76	
Relevance to your areas of need	80	78	
Comprehensiveness in addressing the scope of issues that you face	77	76	
OESE's Technical Assistance	73	82	
Effectiveness of OESE in helping you learn to implement grant programs	75	84	
Usefulness of OESE's technical assistance services as a model	70	84	

Department of Education - Grantee Satisfaction Study
2014
Program - Elementary and Secondary School Counseling Program
Score Table

Responses	2013	2014	Significant Difference
	Scores		
Responses	48	23	
ACSI	72	75	
How satisfied are you with ED's products and services	76	78	
How well ED's products and services meet expectations	69	72	
How well ED compares with ideal products and services	68	73	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Elementary and Secondary School Counseling Program	79	83	
Responsiveness to questions about ESSC program requirements	82	83	
Responsiveness to questions about applicable Dept of ED (EDGAR) and regulations	85	84	
Timeliness in returning phone calls and responding to emails	78	79	
Effectiveness in providing technical assistance or instructions regarding annual	82	85	
Effectiveness providing instructions - Budget development, revisions, reporting	80	86	
Communication regarding grant info, deadlines, expectations, and requirements	76	84	
Instructions and guidance regarding GPRA data collection and reporting	78	78	
Relevance and usefulness to your program and program activities	76	84	
Relevance and usefulness to your program's sustainability	72	82	
Importance of a site visit of your program	35	29	

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Program - Elementary and Secondary School Counseling Program
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	65%	15
Does not have education reform focus	--	--	22%	5
Don't Know	--	--	13%	3
Number of Respondents	--		23	
Reporting system used for reporting accountability data				
EDEN/EDFacts	23%	11	30%	7
Other electronic system	42%	20	48%	11
Do not use electronic system, submit hard copy	35%	17	22%	5
Number of Respondents	48		23	
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	29%	14	61%	14
Agree	54%	26	26%	6
Disagree	6%	3	4%	1
Strongly Disagree	2%	1	9%	2
Does Not Apply	8%	4	0%	0
Number of Respondents	48		23	
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	48	100%	23
Number of Respondents	48		23	

Department of Education - Grantee Satisfaction Study
2014
Program - School Improvement Fund
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ED Staff/Coordination	31	28	
ED Staff/Coordination	77	80	
Knowledge of relevant legislation, regulations, policies, and procedures	80	80	
Responsiveness to your questions	73	82	
Accuracy of responses	81	85	
Sufficiency of legal guidance in responses	81	81	
Consistency of responses with ED staff from different program offices	78	77	
Collaboration with other ED programs or offices in providing relevant services	75	73	
Online Resources	70	67	
Ease of finding materials online	64	61	
Ease of submitting information to ED via the web	80	78	
Freshness of content	75	70	
Ability to accomplish what you want on the site	69	68	
Ease of reading the site	69	67	
Ease of navigation	67	63	
Technical Assistance	--	75	
Dept. Staff - Helped build capacity to implement reform	--	73	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	72	
Increased knowledge/awareness regarding key issues	--	75	
Higher quality implementation of this program	--	77	
State was able to develop, improve, or support promising practices	--	76	
Technology	68	68	
ED's effectiveness in using technology to deliver its services	76	74	
ED's quality of assistance	66	66	
Effectiveness of automated process in improving state/LEA reporting	63	64	
Expected reduction in federal paperwork	64	62	
Documents	75	73	
Clarity	74	73	
Organization of information	81	73	↓
Sufficiency of detail to meet your program needs	71	71	
Relevance to your areas of need	78	75	
Comprehensiveness in addressing the scope of issues that you face	71	74	
OESE's Technical Assistance	71	74	
Effectiveness of OESE in helping you learn to implement grant programs	73	78	
Usefulness of OESE's technical assistance services as a model	66	67	

Department of Education - Grantee Satisfaction Study
2014
Program - School Improvement Fund
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ACSI	31	28	
How satisfied are you with ED's products and services	69	63	
How well ED's products and services meet expectations	75	70	
How well ED compares with ideal products and services	63	60	
	65	59	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
School Improvement Fund	74	79	
Timeliness of response	71	81	
Clarity of information	--	78	
Usefulness to your program	79	83	
Providing you an interpretation of the SIG statute and/or regulations	74	82	
Helping with your implementation of SIG in your state	73	83	
Ease of the SIG application process	67	68	
Helping your State comply with SIG requirements	80	88	
Helping your State improve SIG programs	79	81	

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Program - School Improvement Fund
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	100%	28
Does not have education reform focus	--	--	0%	0
Don't Know	--	--	0%	0
Number of Respondents	--		28	
Reporting system used for reporting accountability data				
EDEN/EDFacts	100%	31	100%	28
Other electronic system	0%	0	0%	0
Do not use electronic system, submit hard copy	0%	0	0%	0
Number of Respondents	31		28	
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	23%	7	14%	4
Agree	65%	20	75%	21
Disagree	3%	1	11%	3
Strongly Disagree	10%	3	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents	31		28	
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	31	100%	28
Number of Respondents	31		28	
Received a SIG onsite monitoring visit in the past year				
Received visit	42%	13	29%	8
Have not received visit	58%	18	71%	20
Number of Respondents	31		28	

Department of Education - Grantee Satisfaction Study
2014
Program - Improving Basic Programs Operated by Local Educational Agencies – Title I
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ED Staff/Coordination	22	18	
ED Staff/Coordination	86	83	
Knowledge of relevant legislation, regulations, policies, and procedures	91	84	
Responsiveness to your questions	85	79	
Accuracy of responses	89	86	
Sufficiency of legal guidance in responses	87	83	
Consistency of responses with ED staff from different program offices	82	80	
Collaboration with other ED programs or offices in providing relevant services	82	82	
Online Resources	61	62	
Ease of finding materials online	53	56	
Ease of submitting information to ED via the web	78	71	
Freshness of content	74	65	
Ability to accomplish what you want on the site	59	59	
Ease of reading the site	57	65	
Ease of navigation	51	57	
Technical Assistance	--	73	
Dept. Staff - Helped build capacity to implement reform	--	78	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	67	
Increased knowledge/awareness regarding key issues	--	75	
Higher quality implementation of this program	--	71	
State was able to develop, improve, or support promising practices	--	73	
Technology	71	65	
ED's effectiveness in using technology to deliver its services	75	74	
ED's quality of assistance	79	67	
Effectiveness of automated process in improving state/LEA reporting	73	66	
Expected reduction in federal paperwork	59	51	
Documents	81	71	
Clarity	81	72	
Organization of information	83	73	↓
Sufficiency of detail to meet your program needs	79	69	
Relevance to your areas of need	85	72	↓
Comprehensiveness in addressing the scope of issues that you face	78	68	
OESE's Technical Assistance	78	69	
Effectiveness of OESE in helping you learn to implement grant programs	84	74	
Usefulness of OESE's technical assistance services as a model	72	63	

Department of Education - Grantee Satisfaction Study
2014
Program - Improving Basic Programs Operated by Local Educational Agencies – Title I
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ACSI	22	18	
How satisfied are you with ED's products and services	68	63	
How well ED's products and services meet expectations	75	69	
How well ED compares with ideal products and services	63	62	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	59	
Title 1, Part A - Improving Basic Programs Operated by LEAs	82	78	
Technical assistance on ESEA flexibility during implementation	82	74	
Accessibility of U.S. Department of Education ESEA flexibility program staff	84	82	
Responsiveness of U.S. Department of Education ESEA flexibility program staff	80	77	

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Program - Improving Basic Programs Operated by Local Educational Agencies – Title I
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	94%	17
Does not have education reform focus	--	--	6%	1
Don't Know	--	--	0%	0
Number of Respondents	--		18	
Reporting system used for reporting accountability data				
EDEN/EDFacts	100%	22	100%	18
Other electronic system	0%	0	0%	0
Do not use electronic system, submit hard copy	0%	0	0%	0
Number of Respondents	22		18	
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	27%	6	22%	4
Agree	59%	13	61%	11
Disagree	9%	2	17%	3
Strongly Disagree	5%	1	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents	22		18	
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	22	100%	18
Number of Respondents	22		18	

Department of Education - Grantee Satisfaction Study
2014
Program - English Language Acquisition State Grants (Title III State Formula Grants)
Score Table

Responses	2013	2014	Significant Difference
	Scores		
Responses	27	38	
ED Staff/Coordination	76	82	
Knowledge of relevant legislation, regulations, policies, and procedures	80	88	↑
Responsiveness to your questions	76	85	
Accuracy of responses	81	84	
Sufficiency of legal guidance in responses	78	82	
Consistency of responses with ED staff from different program offices	66	75	
Collaboration with other ED programs or offices in providing relevant services	66	74	
Online Resources	60	64	
Ease of finding materials online	54	60	
Ease of submitting information to ED via the web	68	74	
Freshness of content	62	64	
Ability to accomplish what you want on the site	60	65	
Ease of reading the site	64	65	
Ease of navigation	63	62	
Technical Assistance	--	70	
Dept. Staff - Helped build capacity to implement reform	--	70	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	69	
Increased knowledge/awareness regarding key issues	--	73	
Higher quality implementation of this program	--	73	
State was able to develop, improve, or support promising practices	--	71	
Technology	70	70	
ED's effectiveness in using technology to deliver its services	79	69	
ED's quality of assistance	68	74	
Effectiveness of automated process in improving state/LEA reporting	67	70	
Expected reduction in federal paperwork	63	63	
Documents	68	69	
Clarity	71	69	
Organization of information	75	72	
Sufficiency of detail to meet your program needs	61	67	
Relevance to your areas of need	72	72	
Comprehensiveness in addressing the scope of issues that you face	62	65	
OESE's Technical Assistance	68	72	
Effectiveness of OESE in helping you learn to implement grant programs	72	74	
Usefulness of OESE's technical assistance services as a model	63	69	

Department of Education - Grantee Satisfaction Study
2014
Program - English Language Acquisition State Grants (Title III State Formula Grants)
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ACSI	27	38	
How satisfied are you with ED's products and services	63	61	
How well ED's products and services meet expectations	72	67	
How well ED compares with ideal products and services	57	59	
Complaint	4	3	
Issued a formal complaint about assistance received from ED staff member	59	57	
English Acquisition State Grants/Title III State Formula Grant Program	4	3	
Timeliness of response from program officer	75	80	
Clarity of information from program officer	76	86	
Usefulness of technical assistance from program officer	76	82	
Providing an interpretation of the Title III statute and/or regulations	79	84	
Helping with your implementation of Title III in your state	79	82	
Method of delivery of technical assistance from Title III activities	73	83	
Clarity of information of technical assistance from Title III activities	78	79	
Usefulness of technical assistance from Title III activities	78	77	
Helping your State comply with Title III requirements	75	77	
Helping your State improve programs for English learners	76	86	
Effectiveness of website in providing needed information	67	77	
Effectiveness of website in helping inform programs serving ELLs in your state	68	69	
	64	68	

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Program - English Language Acquisition State Grants (Title III State Formula Grants)
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	79%	30
Does not have education reform focus	--	--	13%	5
Don't Know	--	--	8%	3
Number of Respondents	--		38	
Reporting system used for reporting accountability data				
EDEN/EDFacts	96%	26	97%	37
Other electronic system	0%	0	0%	0
Do not use electronic system, submit hard copy	4%	1	3%	1
Number of Respondents	27		38	
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	26%	7	11%	4
Agree	37%	10	63%	24
Disagree	30%	8	21%	8
Strongly Disagree	7%	2	3%	1
Does Not Apply	0%	0	3%	1
Number of Respondents	27		38	
Issued formal complaint about assistance received from ED staff member				
Issued complaint	4%	1	3%	1
Have not issued complaint	96%	26	97%	37
Number of Respondents	27		38	
Received a Title III onsite monitoring visit in the past 2 years				
Received visit	63%	17	68%	26
Have not received visit	30%	8	32%	12
Don't know	7%	2	0%	0
Number of Respondents	27		38	

Department of Education - Grantee Satisfaction Study
2014
Education for Homeless Children and Youth – McKinney-Vento
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ED Staff/Coordination	33	19	
ED Staff/Coordination	94	89	↓
Knowledge of relevant legislation, regulations, policies, and procedures	96	92	
Responsiveness to your questions	95	88	
Accuracy of responses	95	90	
Sufficiency of legal guidance in responses	93	88	↓
Consistency of responses with ED staff from different program offices	91	84	
Collaboration with other ED programs or offices in providing relevant services	94	89	
Online Resources	72	76	
Ease of finding materials online	71	74	
Ease of submitting information to ED via the web	87	79	
Freshness of content	75	77	
Ability to accomplish what you want on the site	72	77	
Ease of reading the site	73	77	
Ease of navigation	67	74	
Technical Assistance	--	92	
Dept. Staff - Helped build capacity to implement reform	--	87	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	94	
Increased knowledge/awareness regarding key issues	--	97	
Higher quality implementation of this program	--	97	
State was able to develop, improve, or support promising practices	--	84	
Technology	81	79	
ED's effectiveness in using technology to deliver its services	84	88	
ED's quality of assistance	87	80	
Effectiveness of automated process in improving state/LEA reporting	86	76	↓
Expected reduction in federal paperwork	66	65	
Documents	86	83	
Clarity	86	78	↓
Organization of information	88	83	
Sufficiency of detail to meet your program needs	85	83	
Relevance to your areas of need	89	87	
Comprehensiveness in addressing the scope of issues that you face	83	82	
OESE's Technical Assistance	83	85	
Effectiveness of OESE in helping you learn to implement grant programs	86	90	
Usefulness of OESE's technical assistance services as a model	80	80	

Department of Education - Grantee Satisfaction Study
2014
Education for Homeless Children and Youth – McKinney-Vento
Score Table

Responses	2013	2014	Significant Difference
	Scores		
Responses	33	19	
ACSI	75	77	
How satisfied are you with ED's products and services	79	81	
How well ED's products and services meet expectations	73	78	
How well ED compares with ideal products and services	73	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	94	94	
Responsiveness in answering questions - US Department of Education	95	89	
Knowledge of technical material - US Department of Education	95	90	
Meeting program compliance requirements - US Department of Education	93	90	
Assisting you to impact performance results - US Department of Education	90	85	
Developing cross-agency collaborations - US Department of Education	84	83	
Responsiveness in answering questions - Technical Assistance Center (NCHE)	98	96	
Knowledge of technical material - Technical Assistance Center (NCHE)	98	96	
Meeting program compliance requirements - Technical Assistance Center (NCHE)	96	96	
Assisting you to impact performance results - Technical Assistance Center (NCHE)	93	95	
Developing cross-agency collaborations - Technical Assistance Center (NCHE)	84	87	
Direct one-on-one TA calls - Quality	94	94	
Webinars - Quality	89	94	
State Coordinators meeting - Quality	96	94	
Website - Quality	89	90	
Products - Quality	93	94	
Direct one-on-one TA calls - Usefulness	94	96	
Webinars - Usefulness	91	95	
State Coordinators meeting - Usefulness	96	96	
Website - Usefulness	92	94	
Products - Usefulness	94	95	

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Education for Homeless Children and Youth – McKinney-Vento
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	53%	10
Does not have education reform focus	--	--	21%	4
Don't Know	--	--	26%	5
Number of Respondents	--		19	
Reporting system used for reporting accountability data				
EDEN/EDFacts	85%	28	100%	19
Other electronic system	9%	3	0%	0
Do not use electronic system, submit hard copy	6%	2	0%	0
Number of Respondents	33		19	
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	30%	10	42%	8
Agree	70%	23	53%	10
Disagree	0%	0	5%	1
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents	33		19	
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	33	100%	19
Number of Respondents	33		19	

Department of Education - Grantee Satisfaction Study
2014
Program - Neglected and Delinquent State and Local Agency Programs
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ED Staff/Coordination	87	88	
Knowledge of relevant legislation, regulations, policies, and procedures	90	91	
Responsiveness to your questions	83	85	
Accuracy of responses	88	87	
Sufficiency of legal guidance in responses	87	88	
Consistency of responses with ED staff from different program offices	87	89	
Collaboration with other ED programs or offices in providing relevant services	82	90	
Online Resources	69	69	
Ease of finding materials online	66	68	
Ease of submitting information to ED via the web	75	76	
Freshness of content	72	71	
Ability to accomplish what you want on the site	70	70	
Ease of reading the site	70	67	
Ease of navigation	66	62	
Technical Assistance	--	83	
Dept. Staff - Helped build capacity to implement reform	--	64	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	84	
Increased knowledge/awareness regarding key issues	--	87	
Higher quality implementation of this program	--	91	
State was able to develop, improve, or support promising practices	--	87	
Technology	67	69	
ED's effectiveness in using technology to deliver its services	77	85	
ED's quality of assistance	74	77	
Effectiveness of automated process in improving state/LEA reporting	67	78	↑
Expected reduction in federal paperwork	55	56	
Documents	78	78	
Clarity	78	79	
Organization of information	78	79	
Sufficiency of detail to meet your program needs	77	79	
Relevance to your areas of need	79	79	
Comprehensiveness in addressing the scope of issues that you face	77	76	
OESE's Technical Assistance	79	77	
Effectiveness of OESE in helping you learn to implement grant programs	81	83	
Usefulness of OESE's technical assistance services as a model	74	71	

Department of Education - Grantee Satisfaction Study
2014
Program - Neglected and Delinquent State and Local Agency Programs
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ACSI	72	70	
How satisfied are you with ED's products and services	75	73	
How well ED's products and services meet expectations	69	70	
How well ED compares with ideal products and services	68	67	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Neglected and Delinquent State and Local	84	88	
Responsiveness in answering questions - US Department of Education	83	89	
Knowledge of technical material - US Department of Education	87	93	
Meeting program compliance requirements - US Department of Education	86	82	
Assisting you to impact performance results - US Department of Education	82	77	
Developing cross-agency collaborations - US Department of Education	81	81	
Responsiveness in answering questions - Technical Assistance Center (NDTAC)	87	84	
Knowledge of technical material - Technical Assistance Center (NDTAC)	86	89	
Meeting program compliance requirements - Technical Assistance Center (NDTAC)	88	86	
Assisting to impact performance results - Technical Assistance Center (NDTAC)	83	79	
Developing cross-agency collaborations - Technical Assistance Center (NDTAC)	79	80	
Direct one-on-one TA calls - Quality	85	92	
ND Community calls - Quality	81	91	
Webinars - Quality	81	90	
State Coordinators meeting - Quality	88	92	
Website - Quality	79	90	↑
Products - Quality	84	89	
Direct one-on-one TA calls - Usefulness	86	85	
ND Community calls - Usefulness	77	87	
Webinars - Usefulness	78	87	
State Coordinators meeting - Usefulness	88	90	
Website - Usefulness	82	91	
Products - Usefulness	82	88	

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Program - Neglected and Delinquent State and Local Agency Programs
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	43%	6
Does not have education reform focus	--	--	36%	5
Don't Know	--	--	21%	3
Number of Respondents	--		14	
Reporting system used for reporting accountability data				
EDEN/EDFacts	95%	19	100%	14
Other electronic system	5%	1	0%	0
Do not use electronic system, submit hard copy	0%	0	0%	0
Number of Respondents	20		14	
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	20%	4	7%	1
Agree	80%	16	86%	12
Disagree	0%	0	7%	1
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents	20		14	
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	20	100%	14
Number of Respondents	20		14	

Department of Education - Grantee Satisfaction Study
2014
Program - Rural Education Achievement Program/Rural and Low Income School Program
Score Table

Responses	2013	2014	Significant Difference
	Scores		
Responses	19	9	
ED Staff/Coordination	87	90	
Knowledge of relevant legislation, regulations, policies, and procedures	89	92	
Responsiveness to your questions	85	88	
Accuracy of responses	89	94	
Sufficiency of legal guidance in responses	87	89	
Consistency of responses with ED staff from different program offices	87	91	
Collaboration with other ED programs or offices in providing relevant services	85	82	
Online Resources	67	76	
Ease of finding materials online	60	64	
Ease of submitting information to ED via the web	75	83	
Freshness of content	65	81	↑
Ability to accomplish what you want on the site	65	77	
Ease of reading the site	70	78	
Ease of navigation	65	77	
Technical Assistance	--	80	
Dept. Staff - Helped build capacity to implement reform	--	87	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	64	
Increased knowledge/awareness regarding key issues	--	80	
Higher quality implementation of this program	--	82	
State was able to develop, improve, or support promising practices	--	80	
Technology	78	72	
ED's effectiveness in using technology to deliver its services	82	83	
ED's quality of assistance	83	80	
Effectiveness of automated process in improving state/LEA reporting	80	78	
Expected reduction in federal paperwork	67	44	↓
Documents	79	73	
Clarity	80	77	
Organization of information	81	74	
Sufficiency of detail to meet your program needs	77	69	
Relevance to your areas of need	81	73	
Comprehensiveness in addressing the scope of issues that you face	77	72	
OESE's Technical Assistance	73	79	
Effectiveness of OESE in helping you learn to implement grant programs	78	83	
Usefulness of OESE's technical assistance services as a model	64	75	

Department of Education - Grantee Satisfaction Study
2014
Program - Rural Education Achievement Program/Rural and Low Income School Program
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ACSI	71	74	
How satisfied are you with ED's products and services	79	79	
How well ED's products and services meet expectations	68	70	
How well ED compares with ideal products and services	65	70	
Complaint	5	0	
Issued a formal complaint about assistance received from ED staff member	5	0	
REAP/Rural and Low Income School Program	83	92	↑
Providing an interpretation of RLIS legislation/regulation	83	93	
Providing guidance on eligibility and/or other reporting requirements	88	95	↑
Helping you with the implementation of the RLIS Program	85	94	
Helping you with compliance efforts	84	89	
Helping you improve performance results	77	80	
Helping you provide guidance and oversight to sub-recipients	75	90	↑
Helping you provide technical assistance to sub-recipients	79	87	
Usefulness of the RLIS website in providing the information you needed	79	94	↑
User friendliness of the RLIS website	72	92	↑
Responsiveness to information requests	87	94	
Helpfulness in resolving implementation/eligibility issues	90	94	
Supportiveness in helping you complete eligibility spreadsheets	92	95	
Supportiveness in helping you meet annual reporting requirements	88	93	
Helping you with program implementation for RLIS	73	89	↑
Helping you complete and submit accurate eligibility spreadsheets for RLIS	91	93	

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Program - Rural Education Achievement Program/Rural and Low Income School Program
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	56%	5
Does not have education reform focus	--	--	22%	2
Don't Know	--	--	22%	2
Number of Respondents	--		9	
Reporting system used for reporting accountability data				
EDEN/EDFacts	74%	14	78%	7
Other electronic system	21%	4	22%	2
Do not use electronic system, submit hard copy	5%	1	0%	0
Number of Respondents	19		9	
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	26%	5	22%	2
Agree	53%	10	78%	7
Disagree	11%	2	0%	0
Strongly Disagree	5%	1	0%	0
Does Not Apply	5%	1	0%	0
Number of Respondents	19		9	
Issued formal complaint about assistance received from ED staff member				
Issued complaint	5%	1	0%	0
Have not issued complaint	95%	18	100%	9
Number of Respondents	19		9	

Department of Education - Grantee Satisfaction Study
2014
Program - Rural Education Achievement Program/Small, Rural School Achievement Program
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ED Staff/Coordination	78	85	
Knowledge of relevant legislation, regulations, policies, and procedures	78	93	
Responsiveness to your questions	80	81	
Accuracy of responses	83	81	
Sufficiency of legal guidance in responses	75	89	
Consistency of responses with ED staff from different program offices	71	72	
Collaboration with other ED programs or offices in providing relevant services	72	72	
Online Resources	75	79	
Ease of finding materials online	67	78	
Ease of submitting information to ED via the web	82	78	
Freshness of content	78	83	
Ability to accomplish what you want on the site	77	81	
Ease of reading the site	73	81	
Ease of navigation	75	73	
Technical Assistance	--	75	
Dept. Staff - Helped build capacity to implement reform	--	76	
Dept-Funded Tech Assistance Providers - Helped build capacity to implement reform	--	63	
Increased knowledge/awareness regarding key issues	--	76	
Higher quality implementation of this program	--	76	
State was able to develop, improve, or support promising practices	--	75	
Technology	66	82	
ED's effectiveness in using technology to deliver its services	78	80	
ED's quality of assistance	69	84	
Effectiveness of automated process in improving state/LEA reporting	67	83	
Expected reduction in federal paperwork	58	75	
Documents	70	89	↑
Clarity	72	89	↑
Organization of information	76	90	↑
Sufficiency of detail to meet your program needs	70	89	↑
Relevance to your areas of need	66	89	↑
Comprehensiveness in addressing the scope of issues that you face	66	89	↑
OESE's Technical Assistance	75	87	
Effectiveness of OESE in helping you learn to implement grant programs	77	85	
Usefulness of OESE's technical assistance services as a model	74	83	

Department of Education - Grantee Satisfaction Study
2014
Program - Rural Education Achievement Program/Small, Rural School Achievement Program
Score Table

Responses	2013	2014	Significant Difference
	Scores		
ACSI	15	8	
How satisfied are you with ED's products and services	61	83	↑
How well ED's products and services meet expectations	70	88	↑
How well ED compares with ideal products and services	58	82	↑
How well ED compares with ideal products and services	56	78	↑
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
REAP/Small Rural School Achievement Program	76	85	
Providing an interpretation of SRSA legislation or regulation	78	87	
Providing guidance on eligibility or other reporting requirements	77	85	
Helping you with compliance efforts	80	86	
Helping you improve performance results	74	86	
Usefulness of the SRSA website in providing the information you needed	75	83	
User friendliness of the SRSA website	75	85	
Responsiveness to information requests	78	89	↑
Helpfulness in resolving your questions and concerns	78	89	

* Statistically significant difference from 2013 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D

Department of Education - Grantee Satisfaction Study
2014
Program - Rural Education Achievement Program/Small, Rural School Achievement Program
Demographics

	2013		2014	
	Percent	Frequency	Percent	Frequency
Program has education reform focus				
Has education reform focus	--	--	88%	7
Does not have education reform focus	--	--	0%	0
Don't Know	--	--	13%	1
Number of Respondents	--		8	
Reporting system used for reporting accountability data				
EDEN/EDFacts	60%	9	88%	7
Other electronic system	13%	2	0%	0
Do not use electronic system, submit hard copy	27%	4	13%	1
Number of Respondents		15		8
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	27%	4	50%	4
Agree	40%	6	50%	4
Disagree	13%	2	0%	0
Strongly Disagree	7%	1	0%	0
Does Not Apply	13%	2	0%	0
Number of Respondents		15		8
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	15	100%	8
Number of Respondents		15		8

Appendix C:
Verbatim Responses by Program

U.S. Department of Education Grantee Satisfaction Survey 2014 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

Q25. What reporting system do you use for reporting accountability data? (Other specify)

email

EASIE

Email

G5

email reports

Q51. Finally, please describe how ED can improve its service to you.

Doing an excellent job!

Improved clarity of timelines for funding decisions for discretionary grants.

I'm very satisfied with the service I receive from [NAME] her responsiveness to our questions about our grant is truly amazing. I direct other grants and her support is superlative!

The correspondence between OELA and grantees is fabulous! I can't of any one area that is really lacking.

I cannot think of any ways OELA could improve. I receive timely and pertinent information from my program officer, [NAME]. She always answers questions immediately and provides updates as needed.

Follow up on suggestions that were made to OELA staff at the last project director's meeting and give us feedback.

We are fully satisfied with the information and support OELA provides to our project. Can't really think of improvement areas to suggest...

I am very satisfied with the services from both [NAME] and [NAME]. I have not suggestions.

I am pleased with the services provided. OELA serves such a diverse group of stakeholders that I can only commend them for their continuing support during such challenging political and economic times. They continue to be innovative in providing information that is relevant for the population my grant serves.

CUSTOM QUESTIONS

Q1. 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)

None at this time

No specific recommendations, administration of our grant is effective

Nothing comes to mind.

More time with other grantees sharing ideas on what is/isn't working.

No recommendations.

Continue to be responsive and friendly, reaching out to be in contact periodically.

Continue to facilitate peer to peer interactions/formats. Those are quite useful and affirming. Expanded integration with other related Dept of Ed and HHS programs would also be useful (shared webinars, expanded opportunities for shared programming, etc).

We would like to have them available to present at a conference in this area to provide information.

The assessments originally defined to measure objectives have changed and the standards being measured have also shifted. This is an area in which bridging reports by the state have not been effective. It would be helpful to have guidance on how to adapt.

National Professional Development Program

CORE QUESTIONS

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

In the on-ground seminar, the OELA staff worked closely to provide relevant and meaningful information to grantees.

Project CORE offer

Q22. Please describe how we could better use technology to deliver its services.

Our end of year report has numerous flaws in it. When entering data, we would consistently get error messages which were never resolved. [NAME] was useless as she rarely responds to inquiries in a timely fashion and has never once answered her telephone when I called. In my second year of reporting, the blanks which I was REQUIRED to fill in were "locked" so that I couldn't enter accurate information. Two requests to [NAME] went unanswered, so I submitted a report that was inaccurate. The whole process leads me to believe that the reporting is simply an official "hook" through which we jump which has very little meaning.

The webinars have been pretty much a waste of time. The NPD Cafe seems rarely updated or used. Email is the most commonly used technology and suffices for distributing information in a unilateral fashion.

We consistently have issues with reformatting of submission sites for our grant reports which has resulted in more work on our end, and repeating of work already completed.

The Webinars could be more interactive.

I often do not receive emails until things are urgent, and then I receive multiple messages from program staff. When I have sent an email to program staff, I do not receive a timely response. On more than one occasion, I have had to follow-up and resend emails that were not received or went unnoticed. / / There should be separate web interfaces for CDRs and APRs. The user is left to figure out what is relevant to the current reporting period. The navigation menu is not intuitive. It currently seems like the old Microsoft Word version of the reports was simply converted to a webpage which is not efficient for the departmental or user end of things. the section headings of A, B, C, D, etc. might mean something to NPD staff, but to those filling out the report, they complicate things when you don't complete all parts every time. This will be even more true for new grantees who have never worked with the old Microsoft Word format.

**Q25. What reporting system do you use for reporting accountability data? (Other specify)
Not sure what this means?**

APR/CPR

Excel

Whatever the platform is for the NPD grant. I'm not sure what it is called.

No idea what the system is called
G5

Don't remember name

A website

Not sure of the name

DQI

NPD electronic reporting system

Email

Dataqual

USDE reporting website

<https://www.dataqual.us/oela-npd/>

Dataqual

Database

I'm not sure what it is called.

Westat

<https://www.dataqual.us/oela-npd/>

www.dataqual.us/oela-npd

Datatqual

NPD Grantee Performance Report System

Ultimately, I nearly always email the report because the system does not work well for me.

Title III National Professional Development Program

Q51. Finally, please describe how ED can improve its service to you.

Avoid redundant information requests

I have been satisfied with the services and responsiveness. My program officer changed three times in three years and so that has created a bit of stress because of having to re-establish rapport and re-educate the new staff each time about our project's unique features and situation. Aside from that, we have been well served.

Faster response time from program officer. / Ability for two team members (project director and administrator) to attend annual meeting.

For the very most part, everything has been great working with OELA. The retirement of a senior program officer recently caused a few "hiccups" as new staff has come on, but nothing very serious. We received an "early" disbursement for grant year 4 in fall of grant 3 year and told not to touch it - it was no problem, but it was never explained clearly why it was disbursed early. This led to the new program officer challenging our rollover, and when we explained it was because of their early payment, she/he didn't seem to be aware of that. I trust the new officer was brought up to speed on it, but it created some concern in our office. Aside from that, everything has been clear, and the online submission for the APR and CDR has been a great improvement in every way!

I'm pleased with the service I receive from OELA. Bringing grant directors to Washington, DC for the annual meeting is something that I'd very much wish to have continued. This one meeting contributes to making all of us authentic and offers amazing collaborative opportunities.

My grant supervisor, [NAME], can do several things to improve the service to me. First, she can answer her phone during normal business hours. Or if she is not in the office, she can return calls and emails in a timely fashion. Next, the reporting software needs to be fixed so that erroneous error messages aren't given and that the spaces which I should be able to fill in are actually working. [NAME] should spend some time familiarizing herself procedures and protocols so that she can offer advice and guidance instead of having to confer with others which takes valuable time.

We need leadership at the national level to promote and support the finest research-based programs we can for bilingual learners. In addition to teacher training grants, we need research dollars to continue research in this most critical area. As IES does not seem to be giving this the priority it deserves, OELA might be in a good position to show leadership. And, leadership should look back at some of the priorities from the previous Title VII monies and advocate the reinstatement of some. For instance, we need funding for students at the Ph.D. level.

The staff people do not seem to communicate among themselves. When our grant was handed from one officer to the next it appeared none of the program staff changes had been communicated. There does not seem to be a central database or even spreadsheet to track program staff. / / In addition, the quality of communication to grantees is poor. If you are not able to be present at the annual program directors' meeting, the quality of the written information that should substitute is poor; the subcontractor responsible for sending out the PD meeting

slides sent them a MONTH later, when the annual report was due. I tend to approach communicating with the program officers with trepidation as they are so disorganized. Our grant is successful in accomplishing its objectives in spite of, not because of, any support ('technical' or otherwise) from the OELA staff. As a first-time grantee, there was a lot I didn't know, yet OELA operates as if everyone already knows everything.

Better responsiveness to questions, and consistent information.

OELA does an excellent job in providing the technical support needed--support without being heavy-handed, timely responses, and guidance when needed. I appreciate that they do such an excellent job in anticipating need and working to provide appropriate guidance and support to grantees so that project objectives can be met--preventing problems is so much easier than solving them after they occur.

Program officer answering questions more expeditiously and accurately.

I am satisfied with the quality of services I receive from OELA staff.

We are grateful to have the grant. We are doing important and necessary work. But that work is being done by our institution without any guidance from OELA except check-ins and information about reporting deadlines.

Increase the communication with grantees, beyond the inviting us to meeting or supporting us during reporting periods.

I know that many grantees still have difficulty with what to report and when. I wish that the online report system were more sophisticated to allow us to: a) format the text, b) include charts, tables, and graphics, and c) include spreadsheets in the body of the report rather than as a separate attachment at the end of the document. Good communication is always important. I think there were a number of significant transitions in the past 24 months that created a few instances of mis-communication (or not ideal communication). However, I think largely there have been significant improvements in that time as well. We are overall very happy with our program contact and the communication from OELA sources. We have no real complaints, but like any group, there are always ways to improve. I think all the staff we've come into contact with works hard and seeks to make interactions positive. We appreciate working with OELA.

The project supervisors vary as to the quality of their service to the grantees. This is a significant problem for those grantees who do not have a project supervisor who is clear, informed, and responsive. On the other hand, the quality of the service that ultimately is delivered to the teachers in the LEAs by the grantees is strong, even though the service support we receive from OELA and NPD staff may not be as timely and clear as we would hope.

Overall OELA is doing a great job. The only improvement I can recommend is maybe more clarity in the annual performance report. Since this is an electronic version that needs to be sent, there is always some confusion at the time we are filling out the submission forms.

Interaction with grantee in a timely manner; staying on top of communication. / Clearer expectations on what is needed by USDE that have been outlined prior to deadlines. / Better web presence and interface for completing reports. / /

It would be helpful to provide more information on other grantees at meetings rather than from researchers who are not out in the field. / / The emphasis on helping turning around low performing schools is a good one and although we can show data that data has not been shared with other grantees. This would be helpful for dissemination and replication of what works.

Hire more people like [NAME]. She is wonderful!

[NAME] does a great job of answering questions promptly and accurately. I enjoy working with her.

The many services provided have helped to make the project a more effective one. / No need to improve at this juncture.

I am extremely satisfied with their services, including their responsiveness. I do not have any suggestions for improvement.

None.

Respond to questions submitted over e-mail in one or two days.

The new program specialist scheduled a monitoring session, and then doesn't bother following up on that after I gave her two dates and times. Then, I gave her another date and time, she did not call me. So, I called her at the designated time and date, and left a message, but she has not returned my call yet. It has been over one week.

Even though it's a federal gov office, OELA should be a leader in promoting best practice for LCD students as well as the kind of school settings that will help all students nationwide.

I would like to actually compliment OELA for the recent changes they have made, and the efforts they have put forth in making PI's lives easier. I especially enjoyed last spring's director's meeting in DC. That was highly organized and extremely worthwhile. Moreover, my grant officer in DC is wonderful and is extremely helpful. I understand that at times he gets back to me a little tardy due to the level of workload that he has, but he ultimately always answers my questions within the time frame that I need them answered. He is also always available when reporting time comes around to answer my questions. OELA really has created and developed a wonderful team.

CUSTOM QUESTIONS

Q1. What recommendations you would like make to the program staff of Title III NPD to assist you in administering your grant effectively? (Open ended)

Keep up the great work!

Be sensitive to the uniqueness of each program's state mandates and responsive to changes that sometimes have to be made in a project scope or budget due to these state changes.

Same as previous response.

Better communication and collaboration.

A little more continuity with previous program officers.

Dissemination. We do a lot of significant work in preparing for excellence but the office does not publicize.

The program staff is caring and communicates highly effectively.

I would like my grant coordinator to be more responsive to phone calls (i.e., actually answer them during business hours) and to be more knowledgeable about procedures so she can answer questions. The end of year reporting is a total joke because the software has flaws which have not been worked out. When I ask [NAME] about it, I don't receive responses. I feel as if there is no support as I try to manage a million dollars of the taxpayers' hard-earned money.

Improve communications; reduce the number of different organizations involved; convey important information like project staff effectively to all who need to communicate with us.

The program staff works to provide assistance and new information on a regular basis.

Better responsiveness to questions and consistent information

My 12+ years of working with the OELA program staff implementing grant projects has been extremely rewarding. I've always had the support I needed when I needed it, often before I even knew that I would need it. Having quick responses is so important, and knowing that I can talk with program staff if needed is helpful. I don't know how they could improve this. They are doing a great job!

Answer my questions or requests more quickly.

Nothing. They are doing a good job.

More clarity concerning instructions for reports with examples provided.

None

More helpful program models and ways of networking. A more comprehensive framework for assessment and useful ways to gather assessment data. One of our LEAs is in disarray and is underperforming. It would be helpful to have guidance on that. We have no clear way to converse or communicate with the OELA or other grantees outside of annual meetings and the website which no one uses consistently.

Be more knowledgeable about the technology they are using.

My Program Officer, [NAME] is OUTSTANDING! She is responsive, timely, knowledgeable, and very helpful when or if we have any questions.

I know we all appreciate a prompt reply to questions. Our contact is good at this, providing accurate information at the same time. This is a good combination-quick and accurate. When it is necessary to wait until the accurate information can be shared, a short reply that the question is received and a reply will be forthcoming helps everyone to know how to proceed.

We would like to have grant meetings later in the spring or if not have webinars to meet the needs of the grant.

Ensure that all grant project supervisors are functioning equally up to speed. Some seem to be very sharp, informed, and responsive (from my experience at the NPD director's mtg.). If there were a way to ensure that all the grant supervisors were equally so, that would be great. If that cannot be done, then perhaps rotating the project supervisors might give the various grantees equal changes to work with those who are sharp.

I realize that we are all on different schedules but if the funding and reporting guidelines could be more aligned with the academic year, it would lead to greater efficiency in reporting data.

None, I and our staff have received excellent support from [NAME] / CSU East Bay

There are not recommendations in this area. The program officer always responds to my questions, and always has been there for us.

The NPD director's meeting could be more focused on idea-sharing and resource-building. /

The NPD Directors' meeting is crucial.

I would like to be able to speak to them rather than getting responses only in emails.

Satisfied with staff as is.

Reach out to check in more - especially with first time grant directors. Often times we don't know what to ask or how to ask and it would be easier if there was a trust built with the project officer, so that they can be seen as someone to help you - instead of someone who will monitor and assess you.

I strongly encourage OELA to continue hosting the yearly NPD program directors' meetings in Washington DC. It really helped when these meetings were reinstated about 2 or 3 years ago. / We would also appreciate knowing in advance when new grant cycles will be announced. This is very helpful in making sure that we will be able to prepare the application in a timely manner.

Allow as much flexibility as possible.

None at this time.

They are already extremely helpful. I do not have any suggestions for improvement.

None at this time

So far, I am satisfied with the service NPD has provided.

I would appreciate timely responses and clarifications from my program specialist. / After she scheduled a monitoring date and time, she hasn't bothered calling me.

I think they are doing a terrific job in answering my questions. I would recommend lowering the workload of each of the program officers though. It is very obvious that they are way overworked and overloaded with grant projects.

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

CORE QUESTIONS

Q22. Please describe how we could better use technology to deliver its services.

I believe OCTAE could deliver the quarterly "Shop Talk" series with more technical savvy.

**Q25. What reporting system do you use for reporting accountability data? (Other specify)
State Developed**

LACES & wdcrobcolp01.ed.gov

NRS

National Reporting System

NRS

NRS

National Reporting System

NRS

National Reporting System

State system - Colleague

NRS

State-developed

Don't know the name

N/A

NRS

NRS

NRS Reporting

Q51. Finally, please describe how ED can improve its service to you.

Standardize what is reported for performance.

Figure out better ways to address small states' issue

Insure that the Area Representatives has a consistent interpretation of federal legislation and policies

I believe less emphasis on performance-based funding [and other incentivized behaviorism] with greater priority on standards of opportunity, rather than standards of outcome, would improve OCTAE's service to all states and outlying regions. (It seems a few states often exert inequitable influence upon national policies and programming.)

Maintain the status quo and continue to explore other ways feasible to communicate with outlying areas.

Continue to provide materials and feedback on any pertinent issues in Adult Education.

Make searchable items on the web more user friendly.

We would appreciate if OCTAE can develop some products for the Spanish speaking teacher's. OCTAE recently invited comments from State ABS Directors on how they were communicating to local programs about the new WIOA. When states described their processes for communication, OCTAE replied in a manner I would characterize as regulatory, not in a manner that indicated confidence in the professional judgment of the State Directors to responsibly manage the dissemination of information on the new Act. / / A significant consequence of this that it discourages an honest dialogue between state directors and the federal office.

Continue to refine the NRS requirements. Work to close issues such as the unduly large PSE cohort.

CUSTOM QUESTIONS

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

Work with NRS to align ESL and ABE levels to the CCR standards as soon as possible.

If WIOA goes through, give extra help to small states that have VERY limited state staff to carry out new mandates.

Provide detailed guidance on how to implement a new WIA bill.

Provide continued support in DAEL expectations as to how the College and Career Readiness Standards are expected to be integrated into an adult education process that must also be accelerated and credential oriented to satisfy DOL outcomes.

If WIOA is passed, assist us with the transition to the new legislation.

I would dare suggest that perhaps my specific inquires (always grounded in OMB Circulars and Public Law 105-220) to DAEL be answered in a manner that constitutes more than a simple recapitulation of my question with accompanying [cut-and-paste] EDGAR citations.

Provide additional technical assistance to help state meet the needs of students.

Offer training on new legislation

Engage State ABS program Directors in open, meaningful dialogue about WIOA, modeling and encouraging open, honest dialogue.

Continue to do what it does

With WIOA on the horizon, that is job one. We really cannot expect more than that. I hope we can achieve a more realistic method of determining program improvement over the "Outcome Level Negotiation" method.

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

CORE QUESTIONS

Q25. What reporting system do you use for reporting accountability data? (Other specify)

Perkins system

Perkins Web Portal and EDEN/EDFacts

CAR Report

EDEN and CAR

Perkins CAR

CAR

Q51. Finally, please describe how ED can improve its service to you.

1. Require USDE EDEN staff to communicate program deadlines to state EDEN staff / 2. Increase the consequences to state EDEN staff for failing to meet program deadlines USDE imposes / 3. Require USDE EDEN staff to align their files with Perkins core indicators / 4. Require USDE EDEN staff to rewrite their data formulas so their formulas produce the numerator, denominator, and percent performance for each core indicator / 5. Require your Perkins web portal contractor to write meaningful instructions for the portal: if a section requires entering the answer to whether the sky is blue, the instructions for that section should be more meaningful than "enter the answer to the question "is the sky blue" / 6. Don't introduce accountability measures that are not part of the Perkins Act and/or don't introduce new accountability measures at the last minute (as with the 2013 CAR first-time requirement to

report on service to students in state institutions, expenditures related to those services, etc.) / / I hate EDEN/EdFacts. It may improve life/reduce paperwork for someone somewhere, but it makes my reporting at least 5x more complicated. / / First, the DC EDEN staff do not communicate with state EDEN staff the same information that OCTAE communicates to state program staff - at least my state EDEN staff never have the same information about their involvement that I have. / / Second, submitting through EDEN means I have to deal with yet another department to generate and submit secondary data, complicating the reporting process. / / Third, the consequences to state program staff are high when data isn't submitted timely; the consequences to state EDEN staff are insignificant when data isn't submitted timely. State EDEN staff are thus not motivated to be inconvenienced during an already busy season on behalf of state program staff, which makes getting my data submitted a low priority for them. I do not have access to their portal, nor am I a programmer, so I cannot submit data through EDEN myself. / / Fourth, the structure and formatting of the EDEN data is completely opposite to what I need to do my due diligence before submitting the data. Some core indicators are spread across two separate EDEN files (3S1); other core indicators are lumped together (1S1 and 1S2). All EDEN data is formatted to produce the denominator and the NOT-numerator and nothing else. That means I spend an extra day during an already stressful period when my bosses wish they were on holiday instead of waiting for my report. In order to give them my report, I must move ~700 lines of data from one place to another, calculate the numerator, then calculate the % performance. This takes time and introduces errors. / / Thank you

For the most part, the service I receive is very timely and always helpful.

The website for the FAUPL sent individual messages rather than just one indicating all that needed to be addressed.

The use of technology, webinars etc is great. I am able to connect with staff when in DC and they are responsive to emails and calls, thanks!

Keep up the good work!

OCTATE staff has been very professional and responsive.

Try to communicate clearly at first to avoid a lot of back and forth, especially when negotiating performance targets.

I am satisfied with the PD provided for AE; however, the lack of State Directors' conferences and workshops on the CTE section leaves a lot to be desired.

Be aware of the changeover of secondary staff in our state and the necessity of the information to address new user needs. So far this has been good.

CUSTOM QUESTIONS

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

Give the RASs access to the portal/database, so they can at least see what you're seeing when you have a question. I made a PDF of each screen in the portal to send to my RAS so I could ask questions. / / It's a good system; it has some bugs and needs a few improvements, but it simplified the process for the most part now that we all have a year's experience with it.

Hopefully, the system will be fully functional this year. Being the first year, I expected there to be some glitches but they were minor and were finally able to get everything submitted but after the deadline.

Still some glitches in reporting, need to change the password too much, over all good

???

The new online system was great!

Meeting face to face and collaborating with other states during sessions gives a new perspective and shares workable solutions that web meetings do not accomplish.

Improve the technology so CAR can be submitted electronically more smoothly. Make the State Plan submission process more dynamically interactive.

Help with Non Trad Participation and completion directed towards males.

National Center for Education Research (NCER)

CORE QUESTIONS

Q22. Please describe how we could better use technology to deliver its services.

I don't know how to describe that, as I am not a technology expert. I just know that every time I have had to deal with the G5 site, it is frustrating. Passwords don't work; items don't upload or upload but are not shown. In submitting proposals I have twice had items rejected for mysterious reasons seemingly having to do with PDFs, but no one at the helpdesk could tell us specifically what was wrong. WE just had to keep redoing things until all were accepted.

The G5 system is very confusing and hard to use. When uploading reports, there are all kinds of blank spaces, where you upload documents, but it's impossible to know what to upload unless you talk with someone... and even the DOE people seem to think that it's crazy. The application budget is impossible to fill out... super cumbersome. / / The G5 constantly locks me out. I know part of the problem is that my computer caches the "time out" page... but this does not happen to me on other sites that time out. Also, G5 is picky about what browsers work, which is sort of crazy in this day and age. / / Overall, over the three years we have had a grant, I've gotten used to the system. But nothing about it is intuitive or streamlined. It does function... but I suspect it takes way more person power than it should.

The G5 website seems outdated. It is very difficult to navigate and find any useful information. Improvement of the website would be a good first step.

The g5 system is cumbersome. Why do we need 4 clicks when 1 would do? The instructions are disjointed and difficult to find. Describing the instructions as a "dear colleague" letter is silly. The fact that our program officers send us a tip sheet so that we can navigate the system tells me that ED already knows the system is cumbersome and the instructions are not helpful. Why not have all the instructions in one place with links for easy navigation? And, perhaps they could be revised so that they are easier to follow.

Make navigation of its web services easier to use and less prone to breakdowns.

Improve the usability of the annual report submission website (though it is nice that you can upload .pdf documents, for the most part). Still, too many pieces to submit and perhaps worse, the instructions were scattered across too many pieces. Too many clicks to get to where you want. Grants should be identified by title, not number. Also, it was very frustrating that the deadline for the annual report listed on the website was not the actual deadline. I realize that there are probably good reasons for the way the site is, including changing regulations, and that all things considered the site does a reasonably nice job, but you asked how it can be improved.

The g5 system interface is cumbersome. It would be helpful if the system was updated to be more user friendly

G5 is somewhat buggy, and extremely time-consuming for annual report submission. If this interface could be improved, that would be a huge improvement.

Make the website easier to navigate, make the webinars shorter and more responsive

Scrap G5 altogether and start over. It is a nightmare finding things. Contract extensions are not even dated so that one has to open up file after file to find what one wants. The constant requests to change passwords would be easier to stomach if the change password window did not confusingly ask the user to change their password a second time after just changing it. Contracts should be in plain English and shorter.

The G5 site is difficult to navigate and it is not always clear what is required for a particular deliverable.

Provide more in-depth information

Q51. Finally, please describe how ED can improve its service to you.

Fix G5

Be allocated more money and fund more grants.

Increased communication about funding opportunities, improved clarity on the review panel duties and process.

Our experience with the most recent Goal 2 application that we submitted was generally positive due largely to the support and efficiency of our IES program officer--she saved us a lot of time and frustration. However, the experience was clouded by the very challenging process of answering question after question about the proposal narrative and the budget over an extended period of time. Though I understood why this process was necessary, it took way too much time away from other matters relevant to the work (IRB application, contacting schools and teachers, etc.). I hope that IES has a better plan in the future for vetting and selecting the most promising proposals.

Great organization which has made incredible improvements over the last 10 years. They use their money very wisely. / / In terms of additional improvements there is only 1 major issue. For review and funding of grant proposals, IES really needs to establish a clear and publicly available timeline for review and funding decisions like other federal agencies. There is no reason that when grants are reviewed and when funding decisions will be made should be a vague guessing game each year. Specific dates should be published and all grantees should be notified of funding regardless of decision on the same day. This date should be publicly available in advance. The way it is currently done makes IES seem unorganized and under-prepared which is not the case.

Materials for the general public and for researchers (including RFAs) are clear, accurate, and comprehensive. Post-award documents are very unclear, full of un-defined jargon, and hard to understand or use.

My interactions with IES staff and program director have been pleasant and very useful. They get my highest rating. / / The annual report process (accompanying instructions, g5 interface, choice of forms) is very confusing.

I am very happy with IES staff and have had exceptionally positive experiences with all the program officers that I've had the opportunity to work with. In particular [NAME] and [NAME] go above and beyond to provide excellent ideas and suggestions to maximize the impact of my research. / / The only negative experience with IES is g5 system to manage grants. The system is very hard to navigate and work with. Over the years I've learned how to deal with the many quirks of the system, but the user experience needs a lot of improvement. The technical staff exceeds my expectations and has patiently resolved problems for me in the g5 system.

Be more prompt in notification of continuation funding

Really only G5 portal is a bit bizarre/poor "usability" The program officers are great! Since there is G5, why do grants have to go through grants.gov? Grants.gov means that our grant prep is shortened to allow time for our office of contracts and grants to do final submission--and they get backed up managing the whole campus, so we have to submit a complete proposal many business days before the real deadline.

Everything has been really great!

Improve the G5 system and annual performance report process - it is terrible. It is very difficult to submit reports, and the online system is awful. The requirements change each year, and the report asks for a lot of irrelevant information that made our report over 200 pages this year. It is not effective or efficient.

I would like more contact with my program officer.

This survey is difficult. // I'm extremely grateful for IES funding and the opportunity IES has given us to serve thousands of students while we test our program. // that said, the process has been difficult. We had a fairly adversarial relationship with a program manager, which caused us to spend at least some money unwisely (which made us less able to provide as good a product as we could). The project often felt less like collaboration than us working for an unreasonable boss. // We now have a new program manager and that relationship seems much better -- like an exchange back and forth -- so it seems like my complaints might disappear on that count. // In terms of technology... I think we started right an IES was starting a new grant management system -- so there are kinks. Hopefully they will get worked out. // So, we are grateful to IES... we just think that relationships could be more effective. // Thanks.

Provide for some nuances with restricted data. For example, there is no reason SACD grantees should not have complete and free access to their own data, even if part of it were collected by a government contractor - and especially when exactly the same information was collected from the same students in a follow-up study!

The annual report web interface can be somewhat unfriendly to those not technologically savvy. Some information is hard to identify by heading in the system.

Simplify the G5 process

A bit more clarity and quicker communication about necessary grants documentation.

Faster time to release of data.

My primary problem is one you probably cannot fix. The G5 system is so difficult to navigate it would be laughable if it were not so frustrating. It is really hard for those of us not in Washington to understand why the government has so much difficulty creating a system that actually works. It is not intuitive or user friendly. Every time I go back in, I have to rediscover how to find various things because it is too illogical to retain. Other than that, I think IES has done a remarkable job of creating a transparent and rigorous proposal development and evaluation system.

I would appreciate it if there was a 24/7 technical help line for submissions etc.

The process for submitting annual reports is complicated and confusing, and requires the PI to re-enter information that IES already has (i.e., DUNS numbers, etc.).

The big problem that I have is with the computer site for annual reports. It is very confusing and very difficult to navigate.

I use the WWC website fairly frequently for my own work and the navigation is not good. It is hard to find specific interventions as well as overall topic area reports. I remember that, when it first started, it was very easy to navigate. Then something happened...

Early childhood program and curriculum research now present the early childhood field with quandaries. If the findings of the Head Start Impact Study and the Preschool Curriculum Research Project were taken seriously, there would be a substantial research effort to identify highly effective early childhood programs and their characteristics, starting with a national panel of leading early childhood experts recommending a design for the effort.

Grants.gov could be greatly improved. WWC might be more navigable. The IES website itself is very good and the products are excellent. I recommend them all the time.

The g5 website could be clearer and more easily navigable (I'm not sure if IES has any control over this?). / - When administrative tasks are due (e.g., annual reports), it could provide direct links to forms OR attach the form that is due. Basically

NA

The program officer often did not reply to my emails or phone calls.

The G5 system is incredibly challenging to navigate and work within.

Increase clarity in proposal review process for applicants. Answers to the questions below have not been readily available (searched the web and have asked program officers questions about these - get DIFFERENT, at times CONTRADICTIONARY, ANSWERS depending on which program representative is asked): / a. How are proposals reviewed (process and rubrics)? Why that way? Where does an applicant find out this information? / b. Who is the audience for a proposal when submitted to a topic (e.g., have learned that one proposal to topic Effective Teachers was reviewed by Math and Science panel and another by a different panel)? How is panel-proposal assignment chosen? / c. How are panels trained? Why that way? Where does this information live so that it is available to applicants? / d. What research on intra and inter-panel reliability exists? Where does an applicant find it? Does that research (if it exists) warrant continuing the process? How? / e. What syntheses of funded projects and their outcomes exists (e.g., by topic, by goal)? Where does an applicant find out this information? Where does the general public find out this information?

It would help if the websites for submitting paperwork were simpler and easier to navigate.

The NCER project officers have been wonderful! They are very responsive and informative. They also strive to meet the needs of the grantees by trying to connect and integrate the different investigators. What I think needs improvement in IES is the technology, particularly the web site which is confusing and hard to navigate. The same is true of the grant submission site. This needs to be streamlined and changed so that it is possible to see the final products before they are submitted.

Research.gov is hard to navigate, and should be replaced by fast lane.

My answers should indicate that I am very happy with the services provided by IES. I am grateful for their support to important educational causes. My program officers are very responsive and helpful- I have never had any reason to complain!

The biggest area of service would be improvement of the web services for submitting grants and annual reports. NSF's Fastlane system is a great model to emulate. Grants.gov and G5 is very cumbersome to use.

These are not IES issues per-se, but I will mention them anyway, to the extent that IES can advocate for them with congress and/or the relevant regulatory bodies. / / 1. Money for PI's of training grants needs to be more flexible.

First, conscientious PI's spend far more time than the minimal percentage of their salary that training grants may cover. Second, it should be possible for PI's/trainers to travel with trainees to conferences where the trainee is presenting, as a part of the mentoring process. Currently there is no money in training grants for such PI travel, so unless the PI has a grant that can cover his/her own travel to the conference, a mentoring opportunity is lost. / / 2. The proscription against spending grant money on food & beverage items needs to be dropped. Research is a social activity, and collaboration requires the building of trust through social interactions. Breaking bread together is a natural and even necessary way of building the social bonds for successful research collaborations. Research is not in fact a socially sterile intellectual activity, and by denying funds for reasonable social aspects of research, the work is impeded, and IES does not get its full money's worth from research projects.

The only issue I have had is related to submitting reports and retrieving information from G5. The navigation of this system and ease of use is not what it could be. / It is not user friendly nor intuitive in the structure for PIs to access and load reporting documents and associated materials.

The G5 system is clunky, unclear and difficult to navigate.

My Program Officer provides timely, clear responses to my queries. Annual IES meetings are informative and help to strengthen the work I am doing. The G5 website is counter-intuitive in many ways, but is learn-able. This year's August 7 proposal deadline was announced way too late. Moreover, this is a difficult time of the year for proposal submission (but especially when combined with the late announcement). People are on vacation. I had to change my vacation plans. The deadline conflicts with other obligations/activities that I may not have taken on had I known about this deadline. And needless to say, I liked it much better when there were two annual deadlines.

Overall I am very satisfied with my interactions with IES. In particular, I sincerely appreciate the help I have received from my program officer. However, the G5 interface is very cumbersome and I have had many problems using it. Updating this interface would go a long way towards improving services.

Not sure it's within IES' powers but the G5 website is infuriating to navigate. I wish IES provided simple checklists with links to relevant forms for submitting progress reports. There are much simpler ways to organize this.

The website can be better organized - improve usability in terms of ease of navigation towards what one needs.

I am satisfied with everything except the G5 system, which remains very difficult to navigate and use. For example, in trying to submit my final report, the system rejected the pdf file I attached because "only pdf files are accepted." I'm still trying to figure out how to add new people to my application. I frequently find that I need assistance to use the system, and I'm pretty good with technology.

IES needs to restructure the proposal review process by (1) ensuring that resubmissions are evaluated primarily on the response to previous reviewer comments. That is, did the applicants successfully address the concerns of the review panel? If so, the applicants should be successful; (2) not triaging proposals that previously were reviewed by a panel unless there are remaining or yet discovered fatal flaws; (3) place emphasis on funding and testing new, unique, innovative ideas as opposed to funding tests of methodology.

Improvements to the g5 site and improved technical support for troubleshooting
Streamline requirements for the annual reports--especially the final report. Please ensure that all information about the report requirements provide the same information. Otherwise, my contact with my program officer and my experience with IES overall has been excellent.

I have found IES staff to be very responsive and generally available when I have questions or other issues for communication. I use the website to find options for proposal submission, and have always been able to find what I need. Things are spelled out quite well in my view. I wouldn't say navigation is easy, but it's logical. Others on my staff take care of submissions, and some years ago this was challenging. But recently submissions have gone

very smoothly, so I am assuming improvements to the site explain the change (though experience may also contribute).

when issuing guidance re grants, put it in smaller units / link the guidance reform more sensibly to guidance re program types / put the important stuff at the front, don't lead with the bureaucratic nonsense /

The annual performance reporting process and procedures are overly-detailed and cumbersome. Many of the items are unnecessary and beyond the scope of the science being conducted by researchers. The scope of the task is disproportionate to the actual information needed and used by IES staff. The number of hours required of project staff to complete the reports is significant. An alternative method of annual reporting is needed.

The program officer on our current grant is wonderful. What I find difficult is: / a) navigating G5 and trying to decipher endless contracts and deciphering boilerplate emails instructing me to do various things on G5 / b) The IES website is overall very good. The main exception is the WWC which seems to me rather hard to find things on.

Clearer call for funding docs, projections for out years regarding number of grant competitions a year and when they will be

The amount of time it takes to be informed on whether an education research grant was funded (or not funded) could be shortened. Currently, it takes between 7 and 9 months to know if a project is funded. I would like to see this period reduced to about 6 months. / /

In contrast to other grantees I know working on other issues, I had no relationship with the Program Officer I had the longest.

The program officers are helpful, efficient and knowledgeable. The technology and forms used to upload documents has improved but is still difficult to deal with at times.

Reduce the use of acronyms used in all communications and also the number of different documents needed to accurately apply and complete annual/final reports.

Think you need to distinguish between the different sites IES uses- The G5 system is terrible, but the other online systems are very good - for RFA, etc

There is no good reason that grant proposal scores can't be released to applicants soon after review committees meet. For most applicants this would aid greatly in planning. As NIH has done for years, applicants could be clearly told that the ratings are only preliminary information and not final funding decisions. Nonetheless, savvy applicants would have valuable information (i.e., those well out of the funding range could begin planning accordingly) in a FAR more timely fashion. Program staff would not be any more besieged for information than they are currently and could offer the same 'no comment' as currently.

G5 website is very difficult to work with.

Faster turnaround time from when grant is submitted until funding status is announced. Often there is little time to prepare for resubmission of grants that have not quite reached approved funding levels. / / Recognizing the critical importance of the work IES funds and provide more funding to this agency so more grants can be funded.

The program officers are so superior to those I've worked with in the (far) past or other agencies, it is difficult to overstate our appreciation and ...well...awe...that they can do it all, remain happy and helpful, and be so darn competent and knowledgeable.

The following would be greatly appreciated: 1) Be sure to have 2 grant submission deadlines per year, 2) the longer time period between the publication of rfes and their respective deadlines, 3) the hyper competitive grant

environment currently means that investigators are promising more and more work in order to get funded-- this creates an overly competitive environment for investigators.

The annual grant reporting website could be clearer and more intuitive to use. If it could be made a little simpler that would be great.

My main contact with IES over the past few years has been with [NAME]. I can't imagine a more helpful, knowledgeable, and supportive program officer. / / The meetings I've attended in DC are useful as well, but nowhere near as useful as one-on-one discussions with [NAME].

My program officer is excellent, very intelligent, savvy, and responsive and provides excellent information and guidance. The IES website is difficult to navigate and not well organized, so it is difficult to find information. Entire sample proposal narratives that have won under each goal would be very useful to all researchers.

NA

Please improve the organization of G5. I find it very difficult to find the information I need, and the relevant pages of G5 grants administration to navigate to. I often have to "click around" several times to find what I need. Also, there is often information in the Dear Colleagues letter for grant reporting that differs from, or is not included in, the main grant report instructions. The instructions should be updated to be consistent with the material in the Dear Colleagues letter.

I have had excellent and extremely helpful interactions with IES project officers and staff throughout all phases of my application/proposal writing, submitting, and receipt of award process. The only challenge that I have is with the electronic G5 system which is cumbersome to navigate some times.

Summarize expectations and evaluation criteria for applications in clearer and more concise language and direct web site visitors to this information with more visible "sign posts". / / Anticipated release dates and deadlines for funding opportunities as well as actual on this information once determined to past applicants and grantees Distributed to those who wish to receive them with brief description of the opportunity and link to detailed descriptions. / /

Very very good. Nothing to report here

CUSTOM QUESTIONS

Q3. Please describe how IES program officers could improve the help they provide. (Open ended)

In general, program officers are terrific, within the bounds of knowledge they would be expected to have or have access to.

[NAME] is fantastic! Continue with the efforts she offers to her awardees.

Our current IES program officer is doing a great job. I don't have any suggestions at this time.

More availability for conference calls/check ins

It's a bureaucracy more concerned about reporting than anything else.

IES needs to do an overhaul of the review system. Reviews from different reviewers and different programs hold to VERY different standards. I have been involved in about 10 proposals, most of which were funded, but the inconsistencies among reviews is stunning. I think panel chairs need to be much more accountable in keeping standards aligned. This likely means more training and more compensation for chairs, but it is needed.

I only have experience with Social and Behavioral Program officers and they are excellent!

I have always found them to be fantastic--knowledgeable, very ready to give clear guidance, always protecting confidentiality. I hope they get the praise they deserve.

I'm very happy with my program director, and I can't think of any suggestions.

They are great! It would be great if the program officers were given more travel funding to be able to participate in project meetings and conferences.

Maybe have a public checklist of things we should be discussing with our program officer.

Less focus on the very small details of the grant and award. There is an extensive amount of oversight from the program officer, more than other agencies.

None. She has been helpful.

I think the program officers just vary a lot. I have talked with some who are extremely helpful and another who was adversarial. I do think that the person who oversees program officers could execute authority to make sure that program officers are more consistent.

Project Officers are in a strange position! Most of them as essentially post-docs who not conducted research of their own beyond their dissertations. Yet, they are expected to advise active researchers -- some of whom have been active for 30 years or more through multiple funded grants -- on how they should solve problems that come up. Funded researchers should be able to make these decisions for themselves without having to get approval for changes!

Our program officer is incredibly responsive and helpful.

[NAME] and [NAME] have been exemplary. You are lucky to have them.

My program officer has been superb, especially in relation to my experiences with program officers from other federal agencies. From my first interactions (before my first grant) she has always been professional, knowledgeable and responsive.

Minor modifications in FTE time of key staff have been difficult to get answers about and process.

My program officer has been outstanding. I do not have any specific suggestions for improvement.

It is particularly difficult for program officers to help if the proposal is triaged and not reviewed by the full panel. Because we do not receive scores for these proposals, it is hard to know how close the proposal might be to full panel review and the program officers do not seem to know, meaning we don't know whether to reapply.

I think that the staff I work with have done a remarkable job--I don't have anything extra to ask for.

I'm very pleased the IES program officers with whom I've dealt

Because individual IES POs cannot solve all grantee issues, perhaps more referrals to other IES staff for specific assistance in their area of expertise (for grant resubmissions, advice on project problems)

Great job. No need to improve.

My IES program officers have generally been very good.

The program officers I have dealt with are exemplary civil servants. I feel fortunate to have had their help and IES is fortunate to have such a competent and dedicated staff.

They are great. I have no concerns whatsoever. However, I do think that they should be encouraged to publish more. For example, edited books and journal special issues. NICHD program officers do this, which helps coordinate dissemination across projects.

Complete the G5 stuff for us. I spend too much time trying to figure out G5 and find solutions to the problems I encountered.

Nothing. They're fantastic!

They have been terrific!

They do a great job. No improvement needed.

I know they are limited in what they can do--they do a good job within the limitations.

The officers are incredibly helpful and knowledgeable!

Develop awareness across professional/community cultures about what is of educational value outside of IES and beyond universities (e.g., among teacher educators working outside of universities, among school district and school leaders, among parents, among students).

They are doing just fine.

Again, my experiences with the program officers have been extremely positive. I think that they are responsive and really try to provide the information needed to accomplish grant goals.

I can't actually think of anything.

The IES program officer(s) were great - they actually *read* my proposal before I submitted it, and gave me comments that led to it being funded on the first round. They were excellent!! I wish I could get help like that from NSF or NIH!

Discussing ways for dissemination of results would be an excellent suggestion

I can't think of any way that my program officer could improve his service. He is wonderful.

I am very satisfied with the current help from my Program Officer. Regular contact and personal one-to-one meetings have been very helpful.

Recruiting relatively junior scholars is effective for day-to-day throughput for granting programs. However, junior scholars are not able to be as helpful in solving problems in funded programs, interpreting reviewers' comments, and other "navigational" and "interpretive" issues, as more experienced hands would be.

They are wonderful - especially [NAME] and [NAME], with whom we interact.

IES has done a good job. NCES has dramatically improved its services over the past two decades.

I have found both the Program officers (Metz and Levy) Very helpful and supportive.

They are generally very knowledgeable and helpful. My only minor complaint about the program officers is that there tends to be a lot of turnover or reassignment of program officers, which disrupts communication, continuity, and oversight.

We have had three program officers over four years. The first really tried to bring grantees together around common interests and methodologies and seemed to have a strong commitment to his portfolio. Others have been less deeply involved in the concepts and themes under study.

It would be terrific at project officer meetings to have more face to face time with officers to discuss specifics of current awards and planning for future proposals, publications etc.

Be able to speak their own opinion.

My program officer has been absolutely wonderful.

Keep doing what you are doing.

One suggestion would be to have Program officers all be present at the annual meeting. / My Program Officer in 2013 [NAME] did not attend the meeting. / I emailed her to just meet and update her on all our success (we were not experiencing any problems) and I received no response until a week or so after the PI meeting. No other Program Officers knew where she was or saw her at the conference when I asked them although she said that she was there.

No suggestions. She is superb!

I have been completely satisfied and I feel highly supported in the work that is funded by IES.

The annual PI meetings can be better organized in terms of logistics - no last minute room changes, more time for speakers, and more effective enforcement of what is required from PI presenters which many times are told one thing and presenting other things.

More clarity about funding priorities

Provide insight as to the discussion of the panel. What were the real issues and what was the feeling of the panel about resubmission? Strong support? Luke warm? Little support- don't waste your time. This is key-

I've had two program officers for this grant, and both have been excellent.

My program officer- [NAME] - is amazing. Her responsiveness and assistance are second to none. Can do nothing to improve- she is fantastic.

I have been very satisfied, and think the program officers do an excellent job of balancing oversight and support.

I think they are very helpful, sometimes not knowledgeable about all the topics in their program.

It would be wonderful if program officers for network projects (e.g., Reading for Understanding) could travel to different sites for face-to-face meetings. I know that travel funds are very tight, but occasional site visits would improve the quality of the network communications compared to the DC leadership meetings.

I have received excellent help, consistently, and have sought it on many occasions. My only suggestion is that program officers typically seem very, very busy, leading me to wonder if the agency is understaffed. For example, program officers may be too committed to proposal reviews to provide other kinds of advice during a particular period, etc. . .In general, I think the quality of program officers' help is extremely high—superior, I would say, to NSF or private foundations I have dealt with.

Some (Most) POs are very helpful, friendly, hard working, personable. Others are micro-managers and overly anal. Researchers with an IES track record can be trusted to perform their work diligently and with integrity. I also find the "hard funding line" of 2.0 arbitrary and inexact. Scientifically, it is unreliable and subject to error. Justification for such an inflexible policy is necessary.

I have been very satisfied with the IES program officers I have worked with.

They are always willing to contribute whatever they can and reach out to help

More developmental help, not just rules and regulations / incorporating quality into decisions, not just checklists of simple things

I do not rely on IES program officers to assist with the application process. If carefully read, I believe the request for applications provides ample information to submit a grant proposal. Sometimes if it is unclear what competition a proposal should entertain, it can be helpful to discuss this with one or multiple program officers.

I would have loved to have had a consistent Program Officer.

Perhaps by provide grantees a formalized list of topics with which they can provide assistance.

Reduce frequency of requesting essentially the same information about the grant. Spend MUCH more time at the annual meeting asking for suggestions and questions from the participants, rather than doing so much presenting of stuff we already know about.

Assistance with dissemination might be helpful, but I am thoroughly impressed with the general guidance and assistance offered by the program officers.

I found the IES program officers to be exceptionally helpful in comparison to other program officers for different granting agencies.

The program officers I have dealt with are very good- knowledgeable, well informed, and helpful-

My particular program officer [NAME] is outstanding in every respect. Can't imagine how she could improve on what she already provides.

Keep your program officers!

In my experience, they are all excellent.

Would help if program officers provided more input or suggestions on developing theories of change, would help if were more adept at interpreting or clarifying federal priorities,

My experience with my current Program Officer is excellent, and she is very well-informed, and is very good at explaining and clarifying issues. A few of the previous program officers were not as good.

I am extremely satisfied (and thankful) for the help.

My program officer is excellent. She is very intelligent, wise, and informative. She provides excellent guidance and advice in a timely fashion.

NA

My program officer has been extremely helpful. The only problem is that she is overloaded the month prior to grant submission deadlines and unable to read and comment on more than one draft (especially less than two weeks before the submission deadline). Perhaps some more assistance in providing feedback could be arranged...but I understand that there are staffing and budget limitations.

I don't have any suggestions for improvement. The project officers with whom I have interacted have been extremely hard working, dedicated to assist us, very knowledgeable and responsive. I am very thankful to them!!

Make clear what the opportunities for supports are -- some of those on previous set of questions I didn't know were available.

Being available on the phone

Q6. Please describe how the annual Principal Investigator meetings could be improved. (Open ended)

Although I understand the need to orient new investigators to specific rules and regulations, there is little need of this for established investigators. Using most of any meeting to accomplish the review of rules makes the meetings of little value to me (e.g., how many times must one hear that you cannot purchase food from a federal grant? It's clearly specified in A21). Perhaps split the meetings into new and established investigators with appropriate content for each. Perhaps add in some "snapshots" of findings from grantees for additional content -- nothing more than 10 to 15 minutes per project.

More feedback sessions and problem solving sessions, less "showcases" of products.

Thanks for asking! It has been frustrating to attend these meetings since first attending in 2010. First, I would ensure that PIs have the opportunity to meet and talk with one another and with the program officers in small groups. Second, rather than listening to just findings, I would be interested in how various projects solve logistical problems, theorize the research issues shaping their projects, coordinate work with field researchers and project managers, etc. That is, we need a focus on how the theoretical, practical and conceptual work gets done. Third, I would like to meet and talk with the PIs who are working on a project in my Goal area. Fourth, I wonder if one day is enough time to take something of depth and value from the meetings. Finally, I have gone to 3 PI meetings and never understood the connection to SREE--please consider having just 1 or 2 day PI meeting. Again, thanks for asking for suggestions!

Short meeting/checking during a multi-day event with specific grantees

Too much time has been spent at the meetings on technical requirements for reports rather than substantive issues. I have requested, a number of times, that time be allowed for grantees on similar topic areas to meet, but that has not been done.

I am not sure having yearly meetings be mandatory is necessary honestly. Probably better to allow researchers to disseminate their findings through the conferences they typically go to (presumably those that are best for dissemination, where stakeholders attend) and save costs by dropping this requirement.

Staff--presentations are full of incomprehensible post-award jargon / Researcher presentations--I could simply read them, they are so formal. I would prefer panels with material to read ahead of time and rich discussions of real-world issues in school research / Posters--There are so few of them that finding interesting ones is a challenge

I would prefer just one PI meeting per year (and one SREE meeting per year) so I could meet with more of the PIs in my program. (For some reason, not all PIs in the same program are assigned to the same meeting.) / / I also dislike the organization of the SREE meetings, and I wish IES would have a once-a-year meeting like they used to do. That would allow every PI to see the work of every other PI, unlike the SREE meetings, which are focused on narrow topics that exclude much of the work funded by IES.

More interaction. A few years ago one of the sessions had breakouts where we were at tables and had time to talk to other researchers. Grouping participants by shared concerns would be helpful.

Opportunities to discuss finding and challenges with PIs doing similar work, e.g. breakout sessions. The SREE that follows offers little that is relevant, but I do pick out some "nuggets." Would like to spend fewer days getting to the "nuggets."

Flying for a 1-day PI meeting across the country is not a very good use of time or money. There really are not many benefits associated with attending.

More time to talk with others who have similar projects.

Sorry... my co-PI attended

I find them structured quite well. At some meetings there have been more opportunities to interact with other grantees in small groups than in others, and thinking ways to build that in is always helpful.

More focus on common research implementation challenges--eg attrition, changes in classrooms, data collection challenges.

Again, my program officer has been excellent overall and in the presentation sessions.

Information provided by Program Officers is useful, but sometimes repetitive/redundant (very similar at each PI meeting). The presentations by researchers are generally useful.

The most recent one was the best I have attended in a while. Time spent reviewing regulations is generally not useful while learning about what other grantees are doing is useful.

I would like it if there was more support for the PostDocs and other junior researchers present at the SREE meeting.

I do not believe that annual meetings are a good use of federal resources/dollars. Many years the meetings seem hastily put together. Many grantees do not attend sessions. Besides, most grantees do not have data or findings to share until late in their projects. IES should consider having these meetings every 2 years. And meanwhile ES should also trail use of Skype IT meetings among small groups of grantees who are working in the same area. This would also free up time for POs to offer more individualized support to projects, and to use their knowledge across grantee projects to help groups of grantees collaborate.

Some nice talks but otherwise not much reason to go.

They are getting more focused over time so that is good. I appreciate the opportunity to interact with others around common issues or problems.

Continue to schedule them conveniently adjacent (in time and geography) to other professional meetings such as SREE

I think more time to meet with other investigators on similar projects would be nice. Maybe using a symposium organization rather than the discussion time would help us learn what other projects are doing and find synergy and ways to collaborate. Before the meetings got so big, this is what we did and I miss it.

It is too big, and seems to always be held during a blizzard at very expensive hotels. The format keeps changing.

I like everything about the meetings.

More focus on interactions among grantees. Fewer formal presentations.

Keeping it attached to SREE is helpful.

I liked the old IES conference better than the combined PI meeting-SREE. If we could go back to that, then that would be ideal.

More organized interaction with other PIs

Each PI should present their research there and all other PIs should attend. That feature is absent there.

I want to know more about the existing products (e.g., valid and reliable measures) that have become available through IES-funded projects. I also want more sessions where the PIs can talk about actual challenges they have faced and discuss strategies for overcoming those challenges. For instance, "simple" things such as how to increase informed consent return rates.

The emphasis is still more on "Don't do these things!!" rather than offering support.

In the meetings, participants are mostly being "talked at." There are so many smart people who attend these, but very little time to work together to share ideas, problem-solve, and strategize about the research.

Long list. Will mention one idea here: Pre-work that has teams from different projects meet for an hour (e.g., by Skype or phone) to create a point-counterpoint presentation about what each project is doing and what is being learned in each.

It is very hard to fly across the country for only a one day meeting. It disrupts ongoing work and I have not really found that the information that I have gained at meetings is useful enough to justify the time and expense. I preferred the meetings that spanned a couple of days and gave the grantees more opportunities to present their findings. It seems like either IES could move to a web-based program to disseminate the information typically presented at the one-day meeting or go back to the multi-day format. Or, one of the project officers, [NAME] had a one day gathering of all of her grantees in 2013 that I found very worthwhile. The group was small enough to facilitate conversation and we all got to learn about each other's work. Meetings like that might be more valuable than the larger meeting.

It could have more focus (details upfront, etc.) on the intended outcomes of the meeting.

I was asked to chair a session and critique the presentations. This was a great experience, but I have to say that the presentations I critiqued were pretty poor.

I can't think of any way to improve the program

More structured opportunities for IES grantees to share research successes and difficulties, in particular organized by area/topic of research within a certain program.

I enjoy the PI meetings, especially the one-on-one and small group interactions with program officers and other PIs. I don't generally learn very much from the general presentations made by program officers, but I recognize that it is necessary to repeat what is in IES publications, since not all PIs read/remember these things. So, although my ratings are not stellar for these meetings, I am generally happy with them and I do not find attending them to be a burden.

[NAME] arranged for an all-day small group meeting for the ECE grantees in the spring of 2013. It was a great opportunity to meet the other grantees and discuss common interests. Something like that -- but maybe not all day -- would be nice to do again.

None that I can think of.

Recommend to hold the PI meeting for training grants in fall AND spring, with option to attend either one. Our training program centers around children's language and literacy, so attending the fall meeting that is paired with SREE's fall conference is a major mismatch. Our postdocs would be more likely to attend the PI meeting and SREE if the option existed for a spring PI meeting of directors of training grants. /

Provide more time for interactions with others.

This is a restatement of previous comment. I would find it valuable to have some more direct contact with Project officer regarding specific project at these meetings or make arrangements for virtual meetings.

Present as did first year. Have a large poster presentation where posters stay up. Have just a few high quality presentations based upon finished data.

The annual PI meetings could be improved by incorporating a semi-structured, more informal session for grantees to discuss pitfalls, barriers, and successes.

Sorry, no concrete suggestions.

This last meeting was pretty good. I have no suggestions for improvement.

Laptop presentations are challenging - hard to hear, hard to see

No specific recommendations at this point.

Some meetings have specific requirements but the speakers seem to get off track. The Program Officers must do a better job at conveying what the PIs should focus on during the presentations by reminding them many times.

I like the opportunities to interact with other grantees. It is also important to have individual time with the program officer.

Fewer presentations of official material and more opportunity to discuss advancing educational research

Have more PI presentations on their funded projects- panels would be nice. What are they learning? What barriers are they encountering? What solutions are they trying? What we have now is you get funded and 3 to 5 years later you report on what didn't work.

Laptop presentations should not overlap with other sessions. Virtual poster sessions are difficult to follow; either use paper poster sessions or eliminate them. I liked it when in my first year with IES time was set aside to meet with other PIs with the same topic. I did not attend this year's meeting as I was completing a no-cost extension, so I don't know if this was available, but I missed it last year.

For Reading for Understanding, I think there were too many meetings. Productivity varied, but I would be hard pressed to say what it is program officers could have done differently about that. They were very responsive to suggestions from the research teams, and actively solicited input.

More choices for forms of interaction

I suggest eliminating them except for the large network meetings, which can be improved by site visits where the hosting site is responsible for presenting information about common measures or procedures or preliminary findings.

I've found them very useful. Not taking time to present verbally anything that can be provided in writing would be my one suggestion.

I have been disappointed with the format after it changed from a conference to a one-day meeting. The early meetings were very invigorating and interesting/helpful. There is no personal time with POs and the sessions are not terribly helpful. The purpose and function of the meetings is very unclear.

I have no good suggestions

Find a way to have similar projects share their successes and needs /

Give PI's a better sense of what is on offer well before the conference.

IES officer presentations focus on rules we already know or could read. Should be more on dissemination and impact of the work

Small area specific meetings

The PI meetings have improved over the last couple years, especially since the mandatory IES research conference was subsumed by voluntary participation at SREE. It would be helpful to have the meetings at a different time than the first week of March.

No improvement needed.

One improvement could be made by having a clear objective for the meeting. With a clear objective, IES could plan sessions and talks to address the objective.

See previous comment

It seems the goal is for us to tell them what to do. It often feels like an expensive waste of time.

It seems silly to bring us together for one day (with 2 days of travel involved) and not provide more networking time and opportunities. Webinars would work fine for distributing information. Tying it to the SREE conference is not useful for me as I never attend this conference. Tying it to the AERA conference makes more sense.

Laptop posters are too tiny to be useful. Regular posters or projection onto full size poster boards would be far better.

Small number of relevant projects constrains what can be learned at PI meetings. Consider joint meetings with NSF and/or NIH.

Prior to the coupling of these one day meetings with the SREE conference, longer meetings with ALL IES PIs and poster sessions of virtually all IES funded projects with considerable more time to network was a far better approach than the current one day meetings. Returning to this prior format would be a major improvement.

Would be helpful for a clearly stated goal for these meetings. Resource intensive meetings - grant funds, PI travel time, project officers planning time. I'm unsure of the intended outcome of this large investment.

They are well conducted and organized.

Would help if they would rotate presentations and target presenters in education. Last year same [NAME] presentation on program differentiation, still a poor presentation, very difficult to follow regression presentation from someone in the medical field when plenty of researchers with educational data sets or national longitudinal data sets with more relevance could have done a much more relevant job.

The old format where all grantees presented posters was better. We got to see and discuss each other's projects in much more detail.

More discipline specific (e.g. mathematics) sessions.

Create small-group venues in which researchers in one topic area share results and learn from each other's work.

I preferred the IES conference during which IES grantees presented - in my opinion, it was the best conference of the year (I go to many conferences). I have not appreciated the meetings combined with SREE. However, attempts in the recent 2 years have been appreciated in terms of including more interaction and presentations by the researchers. I understand that the old model is no longer affordable - however, IES researchers need a forum in which they share their research with each other.

Less repetition of redundant information

Include more workshops and talks on methodology that are not geared for researchers who are already well-versed in statistics and advanced data analysis methods.

Pre-conference survey about topics that would be of high interest for investigators to hear about from other PIs and from IES folks as well as topics that PIs would be willing to share experience on at the conference that might be helpful to others.

National Center for Special Education Research (NCSER)

CORE QUESTIONS

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

There are/were none.

Q22. Please describe how we could better use technology to deliver its services.

Need to have the platforms available for both PC and MAC. G5 entry services very difficult.

Q51. Finally, please describe how ED can improve its service to you.

Project officers are significantly overworked, which limits their availability to be responsive and proactive with the PIs with whom they interact. There seems to be ongoing staff turnover, resulting in responsibilities being added to remaining staff. This results in reduced opportunities for interaction, responsiveness to questions, annual reports, etc.

Consider extending funding opportunities to children 0-3 who are at risk for school failure but without a disability

it can be hard to use Grants.gov and allow both the PI and business people to upload--likely this is not IES but another system, but that is my interaction with it. Otherwise, IES has been great! I really appreciate the types of programs that are provided.

They differentially treat grantees

Improvements to G5 system / / e.g., it is not very obvious how to request no cost extension - I spent a lot of time/trials talking with G5 support team and my program officer / / e.g., it is not intuitive that we need to submit the Annual Report for instance before we are able to generate the complete PDF for review. / / e.g., sometimes email correspondence has more updated info than G5 (e.g., Dear Colleague Letter said that I needed to fax my signed coversheet but email correspondence said that the signed coversheet needed to be included in the submission) - G5 should be updated so as not to provide conflicting information. / /

G5 is without a doubt the worst website I have ever used. It is not intuitive, difficult to use, and absolutely terrible. In contrast, the IES website and resources are great. In addition the program officers (especially [NAME] and [NAME]) are just outstanding.

IES as an organization is close to perfect. Grants.gov has problems (e.g., I have had 10 years of multiple calls just to resolve the issue of an apostrophe in my name). Any problems in my work with IES have been due to the grants.gov site, and not to their personnel, who are responsive and knowledgeable.

Continue to improve G5 system.

Use NIH model of annual progress report submission process.

Make the website for submitting progress reports easier to navigate. / / Thank you for asking.

Documents (RFPs, technical guides) and program procedures have gotten increasingly complicated; fortunately I began working with the USDOE over 25 years ago, and so I have gradually accommodated as they have gradually

complicated the processes. However, I do think that the principal determinant of funding and support ought to be the quality of the science and not the 'grantmanship.'

Improve the website for submitting grant reports. The G5 system is archaic and not helpful.

More funding for special education research

There needs to be more awareness of the need for Sign Language interpreters at public events. I have requested [NAME] that this is attended to. I realize this is larger than NCSER but feel it should be noted and addressed. Otherwise NCSER has done an excellent job of managing our grants.

I have had excellent service. Very helpful and responsive staff. Thanks to all of them for their good work.

They are doing a great job.

Have more frequent application dates--i.e., more than once per year to a particular agency (e.g., NCSER).

Make it more clear how/where to include vitas for grant proposals for people who are important to the project, but not PIs, etc. (Our teams are often comprised of MANY people who are NOT PIs, etc. and their ability to contribute should be backed up by a vita, but we're never really sure where to put it). The terminology of "key personnel" is not enough/not consistent enough from RFP to online forms to common usage and it's just not explicit enough...after years of reading/re-reading RFPs and talking to program officers (and having MANY proposals be funded :)), this is the one thing that ALWAYS hangs us up.

Fix G5. It constantly logs me out or refuses to log me in. Getting materials uploaded is, consequently, overly time-consuming. / The annual PI-meetings typically do not address issues that are very relevant to my project. I am very happy with the support from IES and the services it provides. IES provides an extremely important service to researchers focused on educational research.

NCSER has done an excellent job working with me as a principal investigator. Responses are timely, thorough, thoughtful, and accurate. I have worked with several different staff members and have found them consistently helpful. I am very appreciative of the work that the NCSER is doing and believe that the research that is funded through the NCSER and products developed are making a high impact on teachers and children and families with disabilities.

My program officer rarely communicates with me about my grant or shows interest in our work outside of the required annual documentation. Although, this is not a problem per se (we can do the work without assistance), I would have thought that IES would want more involvement between the PO and the grantee.

IES does a wonderful job handling the many tasks they have. The staff members of NCSER are excellent. I think some of the report submission processes could be simplified. "Auto-save" capabilities could be improved.

Depends on what you mean by "formal" as I sent an e-mail to the PO and he did not even respond!

Had difficulty with the links for uploading the annual report. It took several days to resolve, but did get resolved and the staff was very pleasant about resolving the issues. Some of the labels are not very transparent.

It would be nice if the previous level of funding could be reinstated but that is not determined by IES

I am concerned about the reduction in funding for NCSER-sponsored research over the past few years. A competition did not take place last year, and this year only 4% of research proposals are expected to be funded. This level of research support for projects targeting children and youth with disabilities does not bode well for their ability to earn post-secondary degrees or participate in work and community life in the future.

Provide a comprehensive bibliography from the documents sent as requested. / Return to two grant competitions annually as in the past. /

Clarity of requirements and more notice regarding when things are due.

Web site to upload performance reports is not intuitive and it is easy to make mistakes. Asking to change dates of grant period does not make sense so to complete the request, I just submitted something.

None. They are great!!!

The annual performance reporting process and procedures are overly-detailed and cumbersome. Many of the items are unnecessary and beyond the scope of the science being conducted by researchers. The scope of the task is disproportionate to the actual information needed and used by IES staff. The number of hours required of project staff to complete the reports is significant. An alternative method of annual reporting is needed.

My biggest frustrations have related to the G5 system. For example, recently I was not able to access a GAN that I was notified had been posted to the site. I could see my project reports in the site when I logged in, but not the GAN. It turned out having a "match" on my name and grant number was sufficient for me to see (and file) the project reports, but to see the GAN, my email address had to match with the email address originally submitted to IES. We have different versions of our email addresses at our university, and it's difficult for me to remember what version was submitted to different agencies. Even though I try to use one consistently, sometimes that information will be completed by a grants administrator, and unless I am very attentive to the details, I don't notice that s/he used a different version. So it took several emails and phone calls to sort that out. Then I was trying to designate a new grants administrator as a selected user for my G5 account so that she could assist me in completing the annual report. After each of us spent some time trying to get it to work and thinking we had done something wrong, we called for support and were told that that feature had not been working for some time. The suggestion was that I could give my password to the grants administrator and let her log in with my password. Security-wise that is a big no-no, so it put me in an awkward position of choosing between taking care of all the uploading myself or violating security policies to be able to get some help. I also find the site harder to navigate than it seems like it should be. Additionally, we found conflicting information in our most recent experience on whether we needed to fax the signed cover sheet to IES or not, and had to seek help again to be sure we were doing the right thing on that.

The most significant problems have been with the G5 system for reporting (submitting applications or annual reports). The Project Officers have always been responsive to assist when difficulties arose. In addition, the Project Officers have always been available when we had questions or needed advice. In summary, the human capital (personnel) with IES is very high quality and represent IES well (e.g., are very professional) while the technology of processing applications could be improved.

PO communication with investigator needs to correspond with and inform G5-generated messages to investigator.

Start having two competitions per year again.

There is too much turnover in Project Officers and grant reviewers. There does not appear to be any quality control of grant reviews. For example, I had reviews very clearly indicating that a major budget item was missing when it was in the budget, the budget narrative, and highlighted in text. Also -- the same people get IES funding from the same institutions. Many of the grant reviewers are from these very institutions. I think IES needs to learn from NIH about study sections and quality control.

I am very happy with the service that IES provides. The program officers are always responsive and very quick to provide feedback and assistance. /

I have been very pleased with the support and services provided by IES staff members; they have been very responsive and helpful.

CUSTOM QUESTIONS

Q3. Please describe how IES program officers could improve the help they provide. (Open ended)

They could be given portfolios of reasonable size so that they can provide sufficient attention to the needs of the projects they manage. They are doing great work with very limited resources.

Over the life of my IES/NCSEER grant I've had 4 or so project officers. I look forward to stability in project officers for the transition section.

I have found them without exception to be knowledgeable and conscientious; articulate and invested in being helpful. An inherent limitation in their work is that they are sometimes asked implicitly or otherwise to predict how a review panel will behave. This is very difficult for them to do.

It has been excellent assistance. Sometimes the amount of budget detail needed requires a great deal of work for budget items that cannot be precise (e.g., airfare 3 years from the start of the grant).

By being realistic of what is possible outside of Washington in the real world.

Good support overall!

Recruitment was most difficult on my IES project - perhaps IES could host a database of districts willing to participate in IES research or with whom other IES PI's have had success? / IES did have sessions at the PI meeting to help PIs to brainstorm together about these issues - this was most helpful!

I am satisfied with the support provided by my program officer

My only comment is that there seems to be a lack of knowledge within NCSEER concerning issues pertaining to students with low incidence disabilities, in general, and in transition, in general and for students with low incidence disabilities.

Several grants have had multiple program officers, due to internal shuffling of personnel. Nevertheless, they have been routinely helpful.

My interactions with IES program officers have been completely satisfactory

I think the officers are highly effective although I think they are limited in what they are allowed to say which can be a challenge.

[NAME] was an excellent project officer. I have no suggestions for improvement.

More understanding and flexibility with respect to how statistical theory influences research design...and the importance of working effectively with schools and communities. Sometimes the imposition of design restrictions makes recruitment and random assignment unnecessarily restrictive.... in order to control for possible confounds that really could not exist.

No improvement needed.

The help I have received has been exemplary.

NO suggestions. They have been awesome!

They do a great job.

Providing feedback on annual report (e.g., overkill? not enough? "No one reads it so it doesn't matter"?)

More timely response to emails/returning phone calls.

I think they are doing an excellent job of helping researchers with the resources they have. I think they could use more resources.

The program officers have done an exceptional job in meeting my needs. Their work has been timely and thoughtful. I work closely with my PO and find her to be extremely helpful.

Connect with us more often so that we have a relationship

Non--officers have been really great. I have no complaints

Every experience I have had has been exceptionally positive and productive.

Just keep up the great work!

The review process is terrible especially in the Statistics and Methodology competition. It needs a MAJOR overhaul to be effective. It currently borders on the unethical in some cases of the reviewers.

No suggestions. I am very satisfied with the level of involvement. There when needed. Helpful but not intrusive.

No suggestions

I have always received the help I needed in a kind and thoughtful way.

Provide two grant competitions annually as in the past. / Provide more direction to the development of Research Plans for low incidence populations and the acceptance of single case design research

Our team has been extremely satisfied with the support and feedback we have received from IES program officers. They are very respectful, helpful and supportive, but also have high expectations for quality work.

I think it is important to match expertise of program officers to the topic of the grant. When my officer knows the area, my experience has been great. But sometimes that has not happened and I have to waste my time explaining basic science.

My experiences with the officers has been excellent

They are terrific. Some are clearly more "anal" than others; some moderation to those who over-manage projects is necessary. (I have noticed this more with NCER staff.)

In some cases, the questions were NA for the projects in which I have been involved because we have been funded on the first submission in each of 3 cases. In one case, we were thinking about submitting a follow-up proposal for an incomplete Goal 3 project, and we got very clear guidance from [NAME] that the review committees had not rated applications for follow-up on incomplete projects without strong evidence for efficacy very highly. So I was grateful to have gotten that guidance prior to spending a lot of time on the application. But in terms of other areas, I think it would be helpful to have more specific information at the beginning of the award about the kinds of support a project officer might provide to help with solving problems encountered during the project. I have been aware of asking for their help with administrative issues such as no-cost extensions, and have gotten quick responses and good guidance. But I haven't asked for help in other areas, such as recruitment for example, because I didn't think about the project officer being able to give guidance related to those types of problems. / / Another small but important area of help that IES could provide is to give investigators guidance on registering efficacy studies as clinical trials and to use CONSORT diagrams. I got a request for a CONSORT diagram for the first time when I submitted for year 4 annual reports, and although helpful, that seemed a little late. We did not register the project as a clinical trial, and I am realizing now that will likely be to our disadvantage in the dissemination process.

IES Program Officers have been very professional. I have had three in particular who are very professional and all have been helpful: [NAME], [NAME], and [NAME]. They have been helpful with advice and responsible with follow through.

See above comments

They do a good job right now.

I've been consistently impressed with my interactions with NCSER officers, including their quickness to respond to queries and their willingness to provide feedback

While there has been a lot of turnover in project officers, the ones I have met have all been excellent -- hated to see them go!

I have had 4 POs over the life of my grant. Consistency of PO would help. Also, none of them were specifically knowledgeable about special education or the area of focus of the grant.

Check in with the project more often; provide feedback on annual report (e.g., is it too much? too little? what they were looking for?)

No suggestions - we have really enjoyed working with our program officers and they have provided a great deal of support.

Q6. Please describe how the annual Principal Investigator meetings could be improved. (Open ended)

With so many objectives to accomplish within a single day, I'm not sure that I have much to suggest. It seems that with more time, the multiple objectives could be accomplished more effectively.

I would like to see content useful to our projects.

I am not sure what the intent is...if it is to share basic IES information it does that well. But to interact with other grantees, not so much. But it is only a day meeting. Overall, it is a decent one-day meeting.

This meeting can definitely be improved. The content tends not to be very interesting or helpful. It might help if the agency convened a "steering committee," or representative group of researchers who met with staff to co-plan the event.

Increase interactive potential with other PIs

It is very expensive to stay at the hotels chosen by SREE.

By allowing grantees to discuss real life problems in conducting real life research.

Consistent scheduling during the year. Do not link to SREE which is almost exclusively focused on large scale trials for academic research as opposed to behavioral research.

More than 1 Day / Smaller breakout groups /

I have no suggestions

Honestly, right now they don't seem to serve a purpose. More interaction with program officers and within IES centers (NCSER).

Announce dates at least one year in advance. Waiting so long to announce a required meeting does not respect our time.

Many of us would prefer to have our Post-Docs with us instead of sending them at another time of the year for a separate meeting. We would have better opportunities to introduce them to others in the field and for them to see the research that is being funded.

I'm not sure what the goals or outcomes are of the annual meeting.

More opportunities for grantees to present research results and/or discuss options for continued research in a given area with like-minded colleagues

More opportunities for interactions with other grantees. There was a lot of variability in presentations provided by grantees.

It would be GREAT to have earlier announcements of dates (my calendar runs roughly 9 months in advance and the announcements generally come out 2 months in advance); and registration procedures have been pretty complicated. Often, the hotel runs out of rooms.

Make sure that there is important content to discuss or present. The last time I was at a PI meeting, there did not seem to be much of a purpose. / If there were always opportunities to meet with project officers, that would be helpful

Leadership when presenting in public forums need to make the presentations accessible: i.e. sign language interpreters.

A singular focus for each meeting such that a real in-depth learning experience is possible.

Improve the quality of all presentations (screen better, give more guidance about content); schedule individual appointments with project officers if possible. The group sessions are sometimes not very helpful because the information is general. Include a session on revising proposals.

Continue to increase focus on new/innovative tools/methodologies that groups have found useful to conduct their research. Avoid sessions that just recap what we could read in an email or PPT handout.

Wider variety of topics; I'm finding that at the meetings, few of the discussions/presentations tend to be relevant to my project.

I feel that I have had excellent access to my program officer during the annual PI meetings. Perhaps the meetings could be improved with more interaction among the grantees discussing strengths and weaknesses of/problems with their projects.

I think it is difficult to meet everyone's needs. One of the strengths of NCSER is that most of the researchers are engaging in implementation science. The guest presenters at the last meeting from different branches of govt did not seem to be familiar with the work that is coming from currently funded NCSER so their presentations were not as relevant.

More interaction with PO and other grantees; less formal presentations

Let investigators talk in small groups or discuss how they solved problems

Smaller topical meetings that promoted interaction between participants.

Have small group discussions about how to address reviewers who are not competent to review proposals.

They don't work all that well and I hear lots of comments about them being something of a waste of time. Having said that, it is unclear whether a change of format would be helpful. I find the general sessions and talks not all that useful. The laptop poster format was perhaps the best format in recent memory. Perhaps if IES had a clear

goal in mind about the purpose of the meetings that was also clearly communicated to awardees it might help to better shape the content of the meetings.

Combining presentations with substantive content about other people's projects and using as a platform to discuss issues that might be common to a large subset of grantees, with opportunities for discussion and questions.

Small group presentations easier than lap top/posters

Separate them from the SREE conference, and go back to the old format.

More individual time spent with Project Officers.

One meeting annually is preferred. The current format of two SREE conferences with some requiring attendance in March and some in September does not allow for collaboration with the larger group of researchers.

Sessions/meetings of those who research similar populations.

Not sure. Not really necessary to have one

I'm not convinced they are worthwhile.

More personalized, if it is to be required. Hotel costs are exorbitant. A significant amount of grant money is dedicated to these meetings but beyond exposure/visibility, little functional work ensues.

I think the poster/laptop presentations provide a nice mechanism for interactions among IES investigators. I missed those opportunities in years when the PI meeting did not include either. / / In the larger oral presentations, I have gotten a lot out of several methodological presentations (e.g., fidelity measurement, regression discontinuity designs) and also remember one on talking about effect sizes in language that would communicate better with non researchers that was very helpful. Giving us information about funding and IES initiatives at the PI meetings also is very important. I have not found the small group meetings with other projects funded under the same topic as mine to be particularly helpful--by the time introductions are done, the time is up. The project officers always seem very busy at the PI meetings, so grantees probably should be advised ahead of time to schedule an appointment if they want an individual meeting with their project officer. / / As with most conferences, the quality of the presentations is uneven, and I don't know how to ensure that the quality is uniformly high--but of course, that is what we all want!

Perhaps provide open forums (lap top and live presentations) of successful grant applications that highlight methodology and statistics inside content/context instead of organizing simply by goals and topics.

Make these optional. I don't find them worth the time to go.

Don't have them. It really seems like a waste of time. When everyone was required to attend for one big meeting and had to present posters, it was much more interesting. Now, it really is just a hassle.

More information on priorities for IES, new funding mechanisms, opportunities for collaboration

Goal of providing information to PIs better met through webinars than through resource intensive PI meetings. Little or no time to meet with project officers - therefore I'm unclear why there's a need for in person PI meetings.

More interaction with project officers and other grantees; perhaps smaller Q & A formats.

Provide structured time for researchers to share and discuss projects.

The laptop presentations are hard for others to see as only one person can scroll thru the presentation at a time. I think the more 'traditional' posters may work better. / I also have GREATLY enjoyed the sessions that are helpful (e.g., how to measure fidelity, how to move from a Goal 2 to Goal 3). I missed seeing these at the last conference

Build in time for one-to-one meetings with program officer to review progress of the project.

Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)

CORE QUESTIONS

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

Title I Part A, Title I Part C and Title I Part D

Q22. Please describe how we could better use technology to deliver its services.

OCFO has not used technology other than email responses in working with me.

Staff was unfamiliar with basic office programs, such as pivot tables and multi-page excel files. Therefore, we had to do much more work to translate our data and information into simpler formats they could interpret. OCFO Indirect Cost group personnel didn't seem to know what they were doing. We felt we had to "dumb things down" for them, and OCFO staff requested stuff we had already given them.

Provide more opportunities.

Q25. What reporting system do you use for reporting accountability data? (Other specify)

E-grants

Not sure actually

NFEFS/Crosswalk

Q51. Finally, please describe how ED can improve its service to you.

The FAQ's never meet our exact situation so for the most part they are a waste of time. Better websites with regard to user friendliness for submitting data and researching information.

Many times I have questions via e-mail because I want a written response. Instead of receiving a written response, I receive a phone call. Some issues I prefer to have documented.

My work is done timely and submitted by the required deadline. Federal approval of my work is always late...usually several months late. This is a major barrier to moving forward with work at the state level. This year's approval took 5 months which is totally unacceptable and yet the best turnaround time I ever remember. I assume the improvement...while still unacceptable...was to get ahead of this survey in hopes of a favorable survey response.

Overall I am satisfied. I do think that it would be nice to go even more electronic on the submission of data to the OCFO indirect cost group though. My state agency is capable of sending virtually all of the data electronically if it would be acceptable.

Please continue the good work. Thank you.

Uncertain. I have only worked with DOE in regards to the five year plan for LEA indirect cost approval plan. The process would prove easier if the data could be uploaded in a consistent format to obtain the desired outcomes. I would anticipate that to be very expensive and may not have a good ROI. The current process is doable but cumbersome for both sides of the process.

Respond to inquiries either phone or e-mail promptly indicating the concern has been received. I spend much time following up and feel our questions are ignored.

When providing responses to questions about allowability, provide the actual section of the regulation that supports the response, rather than stating this is how the office is now interpreting the law. Ensure that information in electronic communication is accurate and that links work. SEAs should not have to spend significant time communicating back and forth with US DOE because links go to the wrong site or do not work.

CUSTOM QUESTIONS

Q3. Are there any recommendations you have for improvement of this guide? (Open End)

It would be helpful if the indirect cost group reviewers would follow the guidelines in US Ed's guide. At this time, they are not following these guidelines, and it is difficult to know what to include in proposals and in what format.

I would like to see a better example of a personnel activity report. I know that this requirement will be lightened by the end of the year but the current example is not easy to follow.

Offer more flexibility or multiple methods. / / Offer electronic templates!!!!

No

More specificity on allowable costs.

Not a power user. Works for the level needed.

Q5. Please indicate the reason(s) why not.

We have a very complex rate and I would be concerned about formatting the information for a standard format.

It would require a complete change in how the proposal is put together. This is not a one size fits all process. Our state has multiple rates. The work for all 3 is done simultaneously...not likely possible with a standardized system.

Standardized computerized submission leads to the belief all states operate exactly like the other state. Standardization does not allow for allowances for unique reporting to meet the states needs.

Q6. What improvements would you suggest to help provide for a more timely receipt of the indirect cost rate agreements? (Open End)

The office needs to implement a process which would guarantee resolution of indirect cost methods prior to the expiration of the previous agreement. Currently it appears they begin the process about the time it is scheduled to expire.

No issues at this time.

I prepare ICR proposals for several local governments. They are rarely approved within the 6 months allowed, and sometimes not reviewed at all, or not within the time period in which the rates need to be used.

Program staff should review information more closely to the time of receipt.

N/A We get our rate in a timely manner

I don't know what happens after my proposal is submitted. I have been doing this 15 years and always submitted my proposal by the December 31 deadline. It is my expectation that I have an approved and signed agreement in place by July 1. This doesn't happen...other than this year likely in anticipation of this survey. I have often wondered why my proposal isn't even opened until 7, 8 or 9 months after being submitted...on time. We have actually agreed to incorrect lower rates because the negotiator was so delinquent in asking questions and ultimately moving the proposal forward for final approval. We need a signed approved agreement by mid May for budgeting purposes. Anything later than July 1 causes problems. Later than August 1 and we have serious issues.

I can't imagine why it took them almost a full year to RENEW our indirect rate agreement, esp. since we were not changing our methodology from the previous approval. We were frustrated and disappointed.

I like the idea of a standardized computerized format and the idea of a minimum rate on a short form with the minimum being 5%.

Standardized process with clear steps for applying for and achieving a new delegation agreement.

A site where items are uploaded and process is shared using same data sets

A status report sent to the states on a regular basis until the rate is received would be helpful.

Provide a standard template for how information should be submitted and what information should be included would be extremely helpful. Our state's indirect cost rate agreement was delayed due to the request for clarification and additional information. Without knowing what format would be more acceptable, it was difficult to determine what really needed to be submitted.

American Overseas Research Centers Program (AORC)

CORE QUESTIONS

Q22. Please describe how we could better use technology to deliver its services.

Grants.gov and Iris is very confusing

Q51. Finally, please describe how ED can improve its service to you.

A greater degree of communication would be welcome. The points of contact are regular and sufficient, but more interaction and communication would foster a better relationship on both ends.

The application is impossible! You have to go back and forth and back and forth to figure everything out. The packet is way too long and the important information needs to be collected in one place, not scattered throughout 80 plus pages.

Overall we are very satisfied with OPE services. Application materials could be a little easier to follow, but no other complaints.

Generally we have been very satisfied. It would be helpful if it were easier to arrange to retain copies of the various application forms that we complete and if information were more frequently provided with regard to deadlines for submission of reports.

The grant opportunity itself is wonderful, as is the accessibility of staff to answer questions, and overall I feel that service is excellent, especially considering that the OPE itself must meet often-complicated governmental regulations or objectives. My main comment going forward would be that it is important for the OPE (and other

agencies as well) to always keep an eye on ways to simplify and clarify the application and reporting processes. Sometimes the forms become heavily layered over time and intent becomes obscured.

Our experience is that the OPE, providing such an important service, could benefit from greater resources and staff numbers.

Talent Search (TS)

CORE QUESTIONS

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

Office of Community Services - Office of the Administration for Children and Families, U.S. Department of Health and Human Services

GEARUP summer math classes to their sophomore taught by certified teachers and we had made sure that some of our students attended. This helped both programs; GEARUP met then numbers they were looking for the summer and our students received high level math courses like algebra II and pre-calculus.

Collaboration for project directors who direct multiple programs such as Upward Bound and Talent Search. /

I have none to offer that I am aware of.

I don't really have one. Any time we have to interact with the department, it's always just sort of a snapshot. I've never really had the opportunity to interact with more than one program at one time.

Have not seen one

When people talk to each other and run questions by each other and look for guidance from each other. I have had questions about TS and my program officer at the time couldn't give me a straight answer.

Q22. Please describe how we could better use technology to deliver its services.

Allow video conferencing calls; use of free online software for scheduling phone meetings instead of emailing back and forth to confirm a meeting time.

List serve many of us still do not know about it or use it needs to be advertised more. The web casts are sometimes confusing and repetitive. The topics are not interesting and pertinent to what many of us are doing on a daily basis. Who thinks up the topics????

I would like to have the opportunity to have updates on legislation and regulations via webinars or trainings via phone conferences/webinars to improve and increase my knowledge.

It could upgrade its software and become Mac (Apple) friendly as well.

Provide information to us in a more timely manner.

Allow for more webinar programs that are specific to TRIO programs, versus aimed at those who have more local control of the school sites. These are great for school administrators but not "outreach personnel" who often

work outside the district and cannot implement large scale reforms at the schools. We need direction and guidance on best practices and more training.

I would think that capping off the number of participants for a webinar and maybe having a transcript of what is said and the questions being posed by the audience could help others with the same questions.

Q51. Finally, please describe how ED can improve its service to you.

Attendance at the last HEP meeting was made to seem mandatory. I sent three staff, including myself, and we gained almost nothing. In fact one of the main reasons I committed money to attend (and the conference was way too expensive!) was to meet our two program officers. One was on vacation (!!! how can it be mandatory for grantees and not for ED staff?) and the meeting with the other had no assigned room and we had to meet in a busy hallway. I was not impressed nor was any member of my staff. It felt like a complete waste of resources.

My program officer has not answered my questions in a timely manner. Unfortunately, I have heard from other project directors who have had similar experiences. There should be a gold standard related to the time for a response by program officers.

I find the time differences to be a problem. As I am out at school most of the school year, the afternoon is when I conduct most of my non student business and it is difficult for me to make contact as they are often closed in Washington by the time I get to the office.

Continue to offer the high quality webinars and communications that I currently receive. The varieties of opportunities for electronic trainings are truly appreciated.

Things have gone rather well when I needed to contact my Program Officer. As such I am completely satisfied with the Education department and their services.

More availability of program officers. Overall satisfied with program officer he is very knowledgeable. Thanks

Make its website as user-friendly as possible, with a table of contents with a click page option.

Perhaps a periodic checking in with us esp. when there are recent changes in project regulations, teleconferences, Dept. of Ed. curriculum changes, new products or technology available for program use. Application

n/a

For the most part I do not use the services of OPE. I use our Council for Opportunity in Education to answer any legal questions or questions about my grant. There is a culture of mistrust which was somewhat addressed when we were gathered for the training conference in Washington DC last year. I feel a little bit more comfortable asking my program officer if I have a question but I haven't needed much this year. The grant applications are very cumbersome and overwhelming and take a huge amount of time to write every 5 years, even when we have decades of data to support our success and the strength of our program, and even when we consistently accomplish all of our objectives. I have participated in a few conference calls for training. The subjects are often not completely relevant but there is a variety. However this learning opportunity is often offered when I am unavailable because I am working with students.

Updated emails in reference to the department of education website updates

Give more time between grant notification/performance report and the due dates!!

1) Timely feedback from direct program officer, within 3-5 business days / 2) Timely request from direct program officer, within 3-5 business days and NOT the immediate next day / 3) For direct program staff to be receptive and

communicative during phone meetings and NOT pose the grantee to be in a defensive mode as if the grantee is guilty or in the wrong. In many cases, the grantee is very open to working with their immediate program officer to negotiate terms or conduct corrective action for the purposes of implementing the goals and objectives of its TS program in order to serve the students, families, schools and its communities.

There is a breakdown in communication somewhere and many of the staff members are not trained adequately. They do not know the regulations and sometimes mislead new directors. We need better training for us and for the OPE staff. I was a director for years before I found out about the list serve and things such as that. It is great that OPE wants to move into the digital age but some of the programs have not been given the money to update their equipment in over a decade. Very hard to follow a webcast when you are still on dial up or are using computers so old it cannot keep up. Not only are some of us behind but the school districts we work in are behind also. Technology is great but we need to know what is out there before we can use it.

Program officers are mostly young and seem to be inexperienced. Also, I have heard different information from different program officers at the same time or event. These people used to be the "go to" authority and while some of them still are, many are new, inexperienced, and not as knowledgeable as they need to be. / Grant field readers seem to fit the same mold. Retired TRIO directors are a perfect pool from which to draw readers and I don't think that happens.

Logging into G5 is sometimes difficult and I end up entering my password in too many times, causing a reset/lock-out, etc. Please widely publish if there is a preferred web browser. Otherwise, thank you for moving the process to online. So much time and resources are saved, I am sure it is worth the time it has taken to develop. And, thank you for asking for our feedback.

Making proposal instructions crystal clear and quicker responses from program officers.

In response to the above question, I did not even know that a complaint could be made, and if so, that I would even try it for fear of... / 1. Faster response time from the program officers / 2. Better clarity on applications, i.e. better clarity on the sub-sections of each main section of the grant, several sections seem like they are asking the same question / 3. Better times for webinars for those not on the same time as DC. / 4. Having the program officers be more supportive, as opposed as someone to fear when a grant may be out of compliance or if a question is asked.

Navigation of website needs to have more options for finding documents that pertain to the need you are researching with the most up to date information first and not 20 year old information or statistics. My current Program Officer is responsive to all inquiries I have made and gets back to me in a timely fashion. / This has been helpful when I questions. / / OPE staff have also been helpful at trainings and conferences I have attended in the past with providing clarification on particular grant management approaches. / / I think online trainings are always helpful.

The Webinars on certain topics throughout the school year have been very positive in assisting us with our Talent Search goals.

I think that overall, OPE has a very big job to do with resources that are constantly being stretched. My program officer, [NAME], is top notch and has always been an incredible resource as well. I would appreciate access to the database of performance report data (in the aggregate) so that we can work to provide research based evidence of program effectiveness.

There seems to be a lack of information for each the OPE personnel. I have received conflicting answers regarding questions of my grant or change of scope work that I have sent in the past. Would like there to be more consistency on what is allowed and not-allowed.

I understand that OPE is very large, but it would be nice to receive more communication from them.

I am not sure.

I think that overall OPE does a great job with our TRiO grants. When I've emailed my program officer I get a prompt response now and questions are answered satisfactorily.

Try to reduce turnover in program officers.

Maintain level of assistance provided.

Once again, have more frequently updated information; make it easier to find contacts; upgrade its software, websites so are Mac (Apple) friendly.

I appreciate my program officer's responsiveness to requests and questions.

No comment at the moment

I understand that it is difficult to receive feedback immediately; however, it is appreciated that OPE staff members do provide a timeframe when they will respond/return calls and/or emails. The guidance that I have received has been effective and appropriate.

I attended a HEP conference in spring of 2013 and I thought that it was phenomenal. I also very much appreciate the College Affinity Access webinars during this time of budget cuts which have affected our ability to attend trainings. Furthermore, I appreciate the improvements that have been made in the program grant submission process and APR submission process over the past ten years. I look forward to seeing the same level of improvement in the next Talent Search grant competition. Thank you for your hard work in these areas! / My primary concerns are as follows: my program officer rarely responds to the 3-4 emails that I send per year, and when information is incorrect on our grant award notice, it is almost impossible to get corrected. In the 11 years that I've been with Talent Search, we have never had a grant specialist/officer who would respond to our questions. Our program is a stellar one; we have been in existence for over 20 years, and we always exceed the goals that we set through our objectives. In the rare case when we need a direct response from our grant specialist, we have been disappointed. Most often, we get no response. Once I received a six word response in red capital letters with no explanation, and then one time, when we made the effort to travel to DC and meet our grant specialist at a COE conference, he didn't show up, and our table of eight from various programs was sorely disappointed. I was perplexed at the 2013 HEP conference when we were told that our program officers would always respond to correspondence within 24 hours. I would gladly settle for any response, but would prefer one that is professional and includes information that would help us effectively direct our programs. If I had a professional, approachable, responsive grant officer, I would be very satisfied with OPE. I understand that grant specialists oversee an unrealistic number of programs on a shoestring budget, but this is the area in which I would most appreciate improvement.

Current services meet programmatic needs.

With technology, most of the questions and concerns are described and answered using emails. Sometimes, when working with students, parents, school administrators, and staff, unusual circumstances occur and I like explaining the circumstances in detail. When attending training sessions provided by COE or the U.S. Dept. of Education, it is always nice to put a face from the OPE person responding to emails or phone calls.

Increase searching ability by increasing "meta tags" per document.

Primarily, the services and products addresses the needs of those states nearer to the East and Mid West and rarely addresses us in the Far West, Hawaii and the South Pacific Islands and Far East (Federated States etc.) The technology based training is good, but at times not reasonable for us in Hawaii, South Pacific Islands and Far East so a re-broadcast would be fine. Hope the USDOE and OPE would seriously consider these factors when planning for future services and products.

Faster turn-around on communications from the department. Clearer guidelines for guidance between programs.

Overall no recommendations.

I like the standard objectives. / / Additional guidance is needed on what forms and documentation that programs are expected to keep in our student files (record keeping). I hear lots of conflicting information at conferences about what we need to keep in student's files, such as the student needs to sign every time they receive a service and these documents must be kept in each student's file or else it is not a valid service. / / Finally, the amount of funding to reach the objectives has not kept pace with the cost of services and products.

Less steps to access information

I've been satisfied with the services, responsiveness and professionalism of the program specialist. She always delivers program information in a timely manner.

I think the OPE does a stellar job of assisting grantees.

More written communication via email or mail would be appreciated as well as the opportunity and forum to share our successes.

I have never had a problem with OPE. Every assistance I've ever needed was taken care of in a matter of days. At this point in time, they have serviced our TS program very well.

I am satisfied with the service

I have been satisfied with OPE services. I feel the staff is accommodating. If I have questions or concerns I feel confident that the OPE staff will provide me answers. Thanks.

Increase funding.

It is fine. Suggest using webinars to provide up to date communication.

In short, up to date information.

I understand that there are a lot of people and programs out there and not that many program officers, but, getting back to people when they call or have a question about something (and doing the research on the program officer's end) would help. People are looking for guidance and if their program officer doesn't know where to find it...I am sure the person asking the question doesn't either.

Offering more training with interaction. This would allow new as well as old employees the opportunity to have guidance through the system. The trainings could be by regions and offered as things are changing. They could be offered during state and/or regional conferences to reduce the overhead cost.

I can't think of anything.

N/A

More advanced notice of future changes to Annual Performance Report / -Provide samples of any revised APRs as soon as possible / -Offer insight into how post-secondary completion will be reported on future APRs / -Establish and distribute concrete definitions of "post-secondary" attainment / -Develop a universal ETS program application which requests all information that is necessary for program reporting and documentation. Many programs keep reinventing the wheel when designing and redesigning their program applications. /

CUSTOM QUESTIONS

Q7. Do you have any suggestions for simplifying the Annual Performance Report process? (Open-end)

The ETS annual report is far more user friendly than the UB report! No suggestions.

It would be appreciated if the precise dates when the online site is available for APR submission were announced at least 3 months in advance.

[NAME] has helped me the most in this area with the checks and balances they have put into their program.

None at this time

None at this time.

No

Very well organized but a bit more details on Section II Question i

The uploading of the cohort to be tracked for college graduation is a bit confusing. I believe it could be made simpler to follow.

Section 4 on college's students have been enrolled. Previous form was simpler. 2-4 year public-private colleges; proprietary schools, vocational schools, etc.

Our Talent Search program is report on more than 1000 students. The number of categories to report on for our seniors is difficult and confusing. Simplify the number of categories. Also, it is not fair to judge a Talent Search program based on college graduation. This data is difficult to collect and there are so many factors beyond our control that affect a student's persistence in college and their graduation.

Thank you for your help.

No.

NO!

Do not ask questions that are not tied to objectives, i.e. # of Dual Enrollment students, # of students who completed Financial Aid. Also, it is absolutely ridiculous and unmanageable to have TS programs tracking college graduation for former students for 6 years. Those students cease to be in our program when they graduate from high school, and we cannot provide retention activities to them. It is ludicrous to hold us accountable for their success 6 years later. From a personnel standpoint, it is exponentially a bigger and bigger task to try and track hundreds of students each year that have left our program.

Automatically send us a confirmation when the faxed page 1 comes in, please. Two years ago, I faxed in the form and had proof from my end that it was successfully transmitted, but got a call months later saying that it had never been received. Last year, I ended up asking for the confirmation to make sure (and received it in a timely fashion, thank you), but it would be easier on our end if the proof of receipt on your end would just be sent to us as a step in the process so we can officially say we are done with the APR.

Maybe have an online video seminar to walk program through the process and to refer to for question areas.

Not at this moment

I think that the webinar to prepare for the APR is extremely helpful however it would be helpful if it did not cost money to view it. Especially on a year when our program took a cut. / It is also difficult to travel to the COE conference due to a lack of money on a year when our program took a cut.

It would be helpful to know sooner rather than later how the department will collect Data on the College Completion goal. We are currently tracking post secondary enrollment for the class of 2012 and 2013 and 2014 and will continue to do that through our grant cycle. What is not clear is if we will be reporting on just one cohort or all of the cohort years once the Department changes the performance report in the next grant cycle.

Some of the terminology used in the report is ambiguous and "muddy". Each state has different interpretation of objectives within the program and having a clear template will assist us in determining the status of participating in the program.

I actually like the version we have now much better than before standardized objectives. The tables that break down the data by rigorous in each category are a bit tedious but manageable if they are being put to use in some way. That is why I would like access to the data set as I am certain that we could get researchers at our institutions to work on providing evidence of success and/or areas that could be improved to bolster support for the programs.

I cannot think of any at this time.

No problem with APR process.

It would be nice to have specific trainings on how to complete the APR (particularly for new Directors).

None

None

No.

Not at this time.

Make sure the instructions fit the questions; be clear and concise about what is being asked and don't request information that clearly will not be used or was not required to be collected initially.

None

No

No it is fine

None.

This is not simplification, but it would be very nice to receive confirmation that our faxed signature pages have been received.

Have an option that connects directly to [NAME] to extract all required information automatically only when it's time to submit the report.

No

The questions I had last year were answered quickly and effectively.

Nope.

Work with vendors who specialize with the APR as part of their software program which really assists us to meet our goals, and allows us to identify weaknesses and how we can strengthen those areas while also focusing on our other stronger areas to improve our overall program delivery and outcomes.

Not really. The TS APR goes the smoothest and is the easiest to understand of all of the TRIO APR's I have submitted.

Not at this time

No, I like the report . . . (not sure why age is necessary, seems redundant to grade level)

The issues that were experienced this program year were with the coordination of [NAME] with the format required by the Department of Education. Hopefully, by APR time next year the issues will have been resolved.

The only suggestion is clarifying exactly what is wanted on the APR and being a little more detailed about what is being asked.

At this point no.

No

The window of inputting could be extended. The deadline is fine. Perhaps the opening date could occur earlier. The sections on Persistence and College Enrollment are time consuming.

No, it is very simple to complete when you collect data weekly.

I would like receive a more prompt/official correspondence regarding the upload and/or fax of the APR Section I Certification.

No

No

I think the APR Process itself is ok. The information that is being asked is a little cumbersome.

NO

Not at this time

I believe the APR process is straight forward and grantees who manage their databases and services have no problem with the completion of the APR.

Get the info out in a timely manner.

No

See previous comments. More advanced notice of any changes to the APR and how future objectives will be reported.

Q9. Please name area(s) in the Talent Search program that the technical assistance or individualized support received helped you improve? (Open-end)

Updates on grant writing.

I appreciate having the College Access Affinity group webinars. Even if I can't participate in the webinar, I download the materials as they are often very useful to improve programming for our students.

I cannot recall any at this time.

All aspects regarding the sequestration were communicated clearly and helped me to understand fully the expectations and processes

Budget assistance.

Navigating the web site with respect to pass words and getting started.

Na

APR and questions regarding budget

Newsletters, conferences, direct contact with program manager

n/a

Talent Search New York

I have not used technical assistance. Technical assistance for writing the grant is necessary. Support and assistance with the APR could be helpful.

We had to change our password in order to get our 2014/2015 Grant Award Notification. We called in and got the help we needed.

Clarity was promptly given thru the sequestration process and what we must do now that our funding has been restored.

With accessing the G5.gov site.

There are none

Budget Revision Process, Monthly Submission of Expenses Using G5 system, Timely submittal of APR /

Budget, APR

Change of a target school.

The training provided by grants to UNLV and SAEOP have helped the most. Getting assistance from program specialists is hard to get most of the time. There are too few of them and too many of us, especially around APR time.

Webinar have been helpful and conferences have been extremely helpful in past. / I also have received a great deal of support from other ETS directors and from answers from others on the list serve.

Grant writing support with process and strategies / Grant management sessions attended through COE conference and other Department conferences

The following areas were impacted within our program through the various webinars we participated with: / / a) Financial Aid / b) Post Secondary Resources / c) Minority Students / Tutoring / Mentoring / d) Student Initiatives

Discussions on how the rigorous curriculum objective would be handled. Also, with respect to deciding if it made sense to adjust our numbers to be served on the basis of recent funding cuts. When I started to direct a second Talent Search Project, [NAME] assisted with ensuring that I was able to log on and submit my APR as the director of record.

Resetting passwords and site navigation.

n/a

Understanding how to apply regulations

Logging on to G5

Submission of APR

APR

During the grant writing years, staff has been extremely helpful

Application.

Student services and staff structure needed to move the program forward.

Preparation and submission of APR

Technical assistance in completing the annual performance report

Logging on to G5

None at the moment.

The College Affinity Access webinars have helped us as a staff to continually improve our service delivery. The HEP conference helped me better understand compliance issues and to understand the bigger picture of Talent Search in the larger picture of HEP. The website helped me effectively prepare for an in-house audit.

Budget management and understanding regulations.

When I had to revise my password, the technician was fast and courteous.

Department of Ed providing updates at COE is the most helpful and meeting our program officers at that time as well.

Individual student testing achievement scores through practice testing and tutorial options. Sharing of other TS programs work, services and products provided to students to help student achievement, graduation rate and overall success.

Changes in personnel

Helped to feel more confident that information was accurately recorded

Record Keeping (see earlier response) / Best Practices / Workshops to Parents

In completing the APR

Application process, APR submission, and definitions of certain regulations/legislation.

N/A

A while ago, we had ongoing webinars with our Program Officers. I appreciated hearing from him and from my colleagues who had similar issues/concerns.

N/A

Budget and services planning, APR submission

Budgets, institutional management

Info helped us improve our website, Facebook page & twitter account info presentation.

APR Report submission

Responses from G5 tech support are quick; have yet to see current GAN award for TS on G5

N/A

Not applicable

Student Support Service (SSS)

CORE QUESTIONS

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

Recent hiring and approval of one Director for two programs.

I cannot think of one.

Q22. Please describe how we could better use technology to deliver its services.

All information received is either is from snail mail (US Postal Service), what is on the website, or via email; information is limited to three items. It would be great to have webinars to hear from OPE on issues with one person providing the information versus getting from several people, each interrupting the information differently.

Improved website, with up-to-date materials located in central location.

Offer a wider range of legislative update topics via webinar.

Used infrequently. No ability to ask questions.

More streamlined and user-friendly website; better webinar delivery

More webinars, more videoconferencing.

Technology is frequently cumbersome and not readily accessible to individuals with disabilities.

No specific suggestions at this point. Perhaps there could be general trainings on line/ on the website that is in video form as well as written form.

Q51. Finally, please describe how ED can improve its service to you.

We realize that due to budget limitations, personnel is in short supply but it would be nice to Program Officers with not such a high caseload of programs - which leads to delays in responses when questions are sought or approval of requested items.

Improve website by keeping it current & including workshops and seminars for professional development
Please respond to phone calls or emails within 48 hours and/or indicate via auto reply when a response might be anticipated. / / Please be prepared to site regulations when making a decision about what is allowable and not allowable. / / Thanks for your efforts to improve your services.
Respond to emails.

Respond to emails in a more timely manner (sooner than 2+months). Email correspondence (content, structure, format, etc.) should be more professional.

Please answer my phone calls!!! I understand that the OPE staff are completely overwhelmed with requests for information, assistance, clarifications, etc. But I need to TALK to my program officer; to have an actual conversation with him; to ensure he understands what I am asking; to ensure I understand his responses. The email communication process is too tedious and untimely. Often his responses to my emails generate more questions which in turn creates a longer wait time for a response.

Documents contain a great deal of information and it might help to break it down to smaller sections
Update the website in a more timely fashion and ensure that the OPE records are updated without undue delay. We are still receiving contacts addressed to the previous director, more than a year after notifying OPE of the change. Improve the accessibility of OPE staff--they can be very hard to reach, even in times of emergency. Have regulations written for 2 year schools actually reflect the reality of how 2 year schools differ from 4 year institutions.

It seems that Program Officers are overloaded with too much work and it inhibits response time on questions. Perhaps more staff that could help would ease the work load.

More consistency in responses and appreciation of time sensitive reporting

When it comes to the APR, the student data is already in the OPE database so I feel it is unnecessary to have to upload the six years of data on all participants. In addition, when prior year students leave and return to school in a different project year they are ignored by the system and not counted in our funded to serve number even though we have served those participants. This hurts us every year. Programs should only be required to upload data on participants who are served during the report year and then OPE/USDOE can compare with the data already in their systems. It is just double work on convoluted.

More actively disseminate information regarding legislation changes and updates in interpretation.

The initial phone call to secure my commitment to be a reviewer was very vague and unsure of any answers to my questions. The person calling me could not explain to me the need for me to be available for all the conference calls and why. I also had a conflict with the mandatory training because I was traveling and unavailable and the initial person calling me could not provide me any information or options. The Program Officer was able to let me know that I could access the materials online and review them on my own. Because this was the first time I participated as a Reviewer, the process was unfamiliar to me. The follow up contacts with staff were much more informative and helpful for me to understand the processes.

Create a user interface which makes it easier to submit the APR. Create an easier way to apply for the Trio grants. Hire more program managers, so that response time is improved. Ensure that all program managers have the same information. Create online/anytime training programs for grantees.

Timely and friendly responses.

OPE can improve its service to me by continuing to provide timely and detailed instruction, so that I can continue to do a good job providing quality service to students.

More opportunities for web or remote training to support growth of new staff and to allow for more participation from all team members and campus partners.

Make sure all program officers are interpreting the regs with the same guidelines in mind. Website resources and indexing for EDGAR and other publications could be made much easier to use. The Departments' technical grant-writing sessions before a particular grant proposal is due are of very limited use (the way it's done now). Officers

presenting are extremely limited in responding to questions that go too far out of line with what they're presenting.

Continue to discover and research the "best" practices that are being used in private industry, and then use these examples to adjust and improve your services.

I know they are very busy but I would like a little more contact. Am I doing a good job? How can I improve? Suggestions and feedback are welcome.

A schedule of when RFPs or APRs is due should be established and committed to at the beginning of the year. This will enable us to prepare for the documents well in advance and will reduce time pressures on us to meet deadlines. Also if major changes are taking place in the reports, we should be informed well in advance so that data and information to be retrieved early and accurately.

I like the new format of the website; it is much more user friendly. Also, my program officer is very responsive and answers all of my questions. I am happy with the services right now.

More communication and updates. I'd like to learn about best practices. Easier and less time consuming data system for the apr.

Information and deadlines for reports, etc. are posted late not giving programs adequate time to respond. APR are requested during times that institutions are closed or are operating during reduced hours. Every report is due a different time each year. Why can't there be a standard time of the year that APR's are due. Not all over the calendar.

Put the complete revised editions of various documents on the site rather than documents that designate comments and changed areas. When I want to look at EDGAR, I want to see what is current not comments and what was changed and from what the changes were made - this gets confusing. Let me know if there is a complete revised edition somewhere.

Continue to provide the quality of services and products that you are providing now.

OPE offers great services, and has an easy enough website to navigate. Thanks OPE!

Make the website a bit more user friendly, especially in the search site.

Timely communication.

As a new Director, I've found I'm still new to all information via any mode of communication. Thus far, I've been satisfied but I think there may still be a learning curve.

Be more timely in responding to questions, inquiries and issues.

More training opportunities that are affordable

N/A

I am please with the products and services provided by OPE.

I think OPE services are excellent and I am very satisfied with its products and services.

Ope staff members can be more accessible.

I have found the responsiveness to questions to be excellent and I have no concerns with the service.

So far I have been very satisfied with services offered. I am hoping for detailed information being provided in the near future if the SSS competition is going to include Competitive Preference Priority like other recent competitions for McNair and Upward Bound. I'm really nervous about this!

I would like to see a website that is easier to navigate and locate pertinent information. I would also like more communications regarding trainings and support information.

The website can be easier to read as it pertains to program regulations and other important information---made easier to access quicker.

I have not had a need to contact OPE much considering I am the new director of this particular project. The past director was very good with making sure I had all of the resources needed to be successful administering the program. The only improvement I would make is for OPE to send notification via email when changes are made to policy and content on the website. That would be most helpful. / /

n/a

No comments.

Consistency from Program Specialist to Program Specialist. One will say x is allowable, another will say it is not. I happen to have a great Specialist, [NAME]. She is open yet critical in a good, helpful way; she is flexible and actually listens!

Typically my program officer is prompt in returning phone call messages but I would like to see Improvement in promptness in responding to emails. / / A table of contents for the application materials would be invaluable. / / Live streaming technical workshops would allow all programs to get the same information at the same time rather than delivering it over weeks at different locations.

Have Program Officers respond in a timely manner. Often Program Officers do not respond at all or if they do respond it may be anywhere from a week to months later. Many times you have to send the same message multiple times in order to elicit a response.

By providing more workshops or assistance in a timely manner. A pre-application workshop scheduled and communicated to us only 1 month away from the scheduled workshop.

Website is cumbersome to navigate and material is often outdated and, in the past, some information has been contradictory.

More timely updates on Department of Education initiatives, RFP dates, etc. More categorized content for ease of use (e.g., SSS-specific, UB-specific, etc.).

By responding to issues promptly. For example, if not answering a question, at least a response that lets me know my email was received and a realistic projection of when a response or answer might come forth.

CUSTOM QUESTIONS

Q2. Please provide any additional comments on your assigned SSS program specialist. (Open-end)

See previous comment on the caseload of the Program Officer and the number programs they must oversee and respond to.

[NAME] responds to me emails in a timely manner.

[NAME] is excellent

I believe she is interested in our Program's success.

Our program specialist is always helpful. When we had the director's meeting in DC, I was able for the first time to understand how big the work load is for them.

Generally does not respond to emails when we initiate contact. 2/3 times does not respond. / On one occasion I called and she returned my call promptly and was very helpful.

Excellent communications, exceptional awareness and guidance of grant with very helpful strategies in compliance and support.

Again, please answer my phone calls! I do not like the email communication process because it takes too long; his responses usually generate more questions for me, which in turn creates a longer wait time for responses. An actual conversation would go faster. He could even make an appointment with me for a phone conversation to ensure that I am ready and available. I deal with other institutions' TRiO programs (outside of my institution) and often need my program specialist's interpretation of regulations for those programs and how to negotiate collaborative relationships with those programs. He has not been responsive to my requests for assistance or he doesn't understand what I am asking and so ignores my email requests. At times, he voice mail has been full and I am unable to even leave a message.

Not responsive to phone calls or emails.

Very knowledgeable, friendly and accessible, it is an honor to work with her on the project and look forward to many more years

I inherited the grant I manage. I asked for assistance in interpreting our graduation/transfer objective. My program specialist gave me the language that was written. If I could interpret the language as it was written, I wouldn't have needed interpretation.

The assigned program specialist has been very helpful particularly in challenging moments for the program when guidance was needed the most. Greatly appreciate her responsiveness and providing reasonable time to complete mandated requests

She is very prompt in replying however, her feedback is often inconsistent from prior years/responses.

[NAME] is very knowledgeable and a pleasure to work with. I have nothing but praise for his oversight of our division.

NA

In October 2013, I had asked for an email confirmation from our Program Officer for an email documentation of approval of our budget which was submitted in August 2013 for the 2013-2014 program year. After 6 phone message, 6 emails and 4 months, my Dean emailed one of the Directors in March 2014 to get a response from my Program Officer. The email we received from our Program Officer gave us the formal approval our fiscal department needed to move forward with our budget as well as stated that I should have continued to call her directly until I received a response from her. After 12 attempts over 4 months, I feel I did my due diligence to contact her to elicit one response.

Timely and friendly responses that are not based on attitude of the day or personal interpretations would be nice.

She has always responded in a timely manner with pertinent information and assistance as needed.

Mostly responsive; sometimes have had to ask more than once for an answer. Also promises to get back with an answer on important issues and doesn't follow through.

My SSS program specialist is doing a GREAT job, and I appreciate her and the work she is doing for me.

I appreciate the hard work of all in OPE.

I am very satisfied with our Program Specialist at DOE.

He is excellent in his responsiveness and knowledge of the grant. He answers my questions directly and also helps me when I need it.

I know [NAME] is busy and overworked, but she should try to be available to answer our questions quickly and clearly. No project director asks questions just for the sake of asking. They may have a need to hear her answers.

I appreciate her professionalism and no-nonsense approach.

[NAME] is a very astute and personable program specialist.

My program specialist is knowledgeable about the program and responsive to my questions. Issues that are questions in my mind like when the new proposal is due is not a question that he can answer.

Current specialist is helpful and knowledgeable.

The program manager that serves our program seems to be well equipped and eager to help.

My SSS program specialist has been great in responding to my request or questions.

Has always been responsive in a timely manner, which is much appreciated.

When alerted to the importance of timely responses she was able to respond quickly to meet the needs of our campus. It was greatly appreciated.

[NAME] is always responsive and has helped tremendously!

Overall I have been satisfied. One little glitch took longer than expected but overall, I'm hoping to continue excellent collaboration.

She's awesome!

Very personable and responsive.

She is very knowledgeable of program policies and procedures and has a harmonious attitude when interacting with others.

My assigned SSS program specialist is very nice and she is an excellent program specialist.

The few times I have contacted my program specialists regarding a budget revision that took almost 9 months to resolve. This was after multiple emails without any response.

The current Program Specialist is fairly new and not enough contact to comment. However, the former Specialist was very effective in responding to inquiries and responding promptly.

I appreciate her knowledge and willingness to be flexible as she can.

My program specialist has been great to work with.

I have been very impressed with our current program specialist. She has been expedient in responses and very thorough.

My program specialist has done a great job!

He is professional and responds to my questions when needed.

She has not been in the position for more than a couple of years, but is certainly very knowledgeable about all issues SSS! She answers my email quickly, which is important to me as I have had some in the past that never responded!!! I hope we get to keep [NAME] for a long time.

My program specialist has been helpful and very knowledgeable.

I really enjoy working with my program specialist. She has made herself readily available and in addition to providing quality guidance she has also been incredibly supportive.

My assigned program specialist is knowledgeable of program regulations, annual performance report, and other vital information. My program specialist always finds out the answer and ensures that I am interpreting the information appropriately and accurately before decisions are made. The response time is rapid. My program specialist keeps me informed as to when he will be out of the office in the event that I may need assistance and, therefore, provides me with a back-up contact person. My program specialist is overall supportive.

[NAME] has been great with helping me with the rules and regulations of the SSS program. She is extremely knowledgeable and effective in communicating policies to us.

My program specialist has been helpful in guiding me when I have had questions.

She is very knowledgeable. Her customer service skills are outstanding.

I commented in an earlier screen... [NAME] has been VERY helpful with concerns I've had in hiring staff. In fact without her intervention, our program would still have a vacant position. She also has been understanding of the special challenges faced by rural programs such as mine.

[NAME] is very helpful and professional in her role.

The Program Specialist does not respond. Rarely do they respond to either the first, second, or even the third request for assistance. Sometimes, I am lucky to call the office and get the program specialist. This makes decision-making tough many times when Program Specialist approval is necessary.

I feel fortunate to have [NAME] as my program specialist.

She does a great job of explaining her and the Department's interpretation of the law. She also provides excellent guidance. However, I think she lacks understanding of some of the geographical constraints and other differences between programs that would allow for exceptions to be made. However, I will also add that she is mostly fair in her decisions and has always been helpful.

He is very friendly and professional

I have only spoken to my program specialist once, and that was primarily a "How can I help you in administering your SSS grant?".

Very responsive to our needs.

[NAME] is an effective program officer. She has been very patient with me as a director. She acknowledges the communications I send to her in a timely manner.

I've greatly appreciated and enjoyed the tone of friendly collaboration, astounding responsiveness and professionalism demonstrated by my SSS program specialist. She has yet to fail to answer the telephone -- that is UNHEARD of in my 15 years as a project director. I believe my program specialist has the success of the program and its participants in mind when working to ensure that all rules, regulations and deadlines are adhered to.

Nothing at this time.

[NAME] is accessible, knowledgeable, and efficient. She provides the highest quality of customer service .

[NAME] is an excellent program specialist. He avails himself to concerns that I have in making sure the institution is in compliance. When my institution wants to do things that are not in compliance he is supportive in giving me information to my institution to make sure they are in compliance.

[NAME] is highly professional while still maintaining approachability. I once received a follow-up phone call within fifteen minutes of submitting a question by email, which was extremely impressive.

I appreciate the updates that I have received from since you took over earlier this year. I believe it is the most I have heard from a program specialist since I have been in this position.

The program specialist is very professional and fair.

Upward Bound (UB)

CORE QUESTIONS

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

Sharing financial aid information (FAFSA, etc.) since USDE has the information and OPE already has student information from APR. Why make the grantee report it when the department already has the information.

Q22. Please describe how we could better use technology to deliver its services.

Actually using G5 to disseminate award letters.

Actually offer services.

Not sure.

More video conferencing to conserve funds instead of traveling to DC / GoToMeeting training for using grants.gov

The OPE could allow for more flexible use of APR reporting. Additionally, the OPE could make better use of resources.

Respond to emails, requests, and questions that projects have within a timely manner. Some emails have been returned after two weeks and other emails have yet to responded to and still waiting after six months.

Provide instructional videos similar to what US ED's Financial Aid Office provides on YouTube. / / Use Skype or other similar medium to communicate with programs outside of the continental US, e.g., U.S. Trust Territories. It helps to facilitate communication when you can actually see the person or show documents in question. It also may help build a stronger relationship between the program staff and the UB Program Officer. /

Q51. Finally, please describe how ED can improve its service to you.

Replying to questions/issues in a timely manner.

Please keep OPE Homepages updated with current information.

OPE is meeting all of my needs and expectations with courtesy and professionalism.

Some instructions are unnecessarily complicated. Simplify the language.

Continued presence of OPE Senior Staff and Program officers at Regional and National Conferences, especially given that we are on the West Coast, and that interface is important.

It would be nice to have a webinar to train project directors on how to effectively use G5, since this is how we will receive our GANs.

Assigned program officers must be more responsive. I asked a very simple clarification question and despite multiple interactions (person, email, phone) within an 18 month time period, my question went unanswered. I have spoken with other Directors who have had similar experiences. When you don't have confidence in your program specialist to answer even the simplest of questions, it makes one much more hesitant to request assistance on more complex issues.

Program officers are generally pleasant and at least minimally responsive but they are not always knowledgeable or willing to provide true guidance. We are often left with the comment that it is up to us to interpret the regulations and accept whatever consequences as a result. Perhaps we need clarification about the true role of program officers. Is it their role to provide guidance and assistance to grantees or is their primary purpose largely limited to compliance?

Program officers need to respond in a timely and clear way. We have had a terrible response from our program officers. Automated messages are often based on bad data which have triggered a lengthy and unnecessary process to correct the information that the program officer had wrong. I need a clearer response from my Program Officer. Although my current Program Officer is the most responsive of all the 6-7 Program Officers I have had in the past, I still hope for a more definitive response to my inquiries. I cannot help but get the sense that Program Officers prefer to be non-committal.

Be consistent, please.

OPE should have webinars or live workshops to demonstrate the use of technology to help us comply and complete the requested information well in advance of deadlines.

Earlier award renewal notification.

More responsiveness from program officers

Actually know what is going on in our programs and how they are run. Know when the busiest time of year is for each program and don't ask for major reports during those times. If something is not permissible for a program, use the regs and rules to tell us, not your opinion.

More timely communication of due dates and changes, especially with the Annual Performance Report. The changes and directions on the APR can be very confusing and using it is extremely frustrating. Additional training on its use would be helpful, along with better access to the help desk. There were times when we were not able to get through to the desk or get answers to our questions.

Receiving up to date information to improve our program's ability to meet objectives with current educational programming would be helpful. Also, communication regarding OPE services in a user-friendly format might be helpful. I'm sure there is useful info that is available that I haven't had a chance to know about so I'm able to utilize the site more effectively.

Make sure program officers know what they are doing and understand the programs they are supervising. / / And when they request information, they should give reasonable lead time and not a demand to turn something in by tomorrow or face dire consequences.

Keep their technological services up to date as always.

OPE does a good job with its services however, there can be better clarity with the Annual Performance Report.

There has been an error made by the Department of Education on our grant's GAN, year after year. Even though the program officers were very helpful in researching and understanding the cause of the error, and we were assured it would be fixed, it has never been corrected. It shouldn't take ten years (and counting) to correct a computer error.

More timely release of APR, GAN, and grant applications / Online training for new products / /

Nothing at this time

At this time, I feel that the OPE is doing a good job. Everyone is willing to help when I have questions. Not having any issues, don't have any suggestions currently

More free webinars. Consider broad time zones. We are 6 hours behind EST. More time allowed from me when program officer requests info. Sometimes she asks for a 1-day turnaround which is impractical.

I would be interested in seeing even more Webinars on various topics relating to laws and regulations topics.

Overall services are good. I have some difficulty navigating the website and finding specific information (ex. listing of Upward Bound programs in U.S.). But for the most part I can find the really important information quickly. I think the website (TRIO) should be updated Customer service training for a "few" program advisors should be considered since they are the only link Upward Bound projects have to the department and can make things very frustrating and nerve wracking if appearing to be insensitive in their responses to questions and issues that need to be resolved. The leadership ([NAME], [NAME]) have been excellent and are quick to respond if additional information beyond a program advisor is needed.

Continue to keep us in the loop and provide support when requested. Thank you!

More timely responses to questions, responses that are rooted in law and regulation, better customer service

Responding within a timely manner is the most important. I waited for responses from OPE staff in the last for months and months without any type indication that someone was looking into my questions, concern, or issue. When I started in my position it was almost one whole year before the prior project director's name had changed from theirs to mine even after I continuous sent emails and phone calls to the specialist and director. Even a simple response that someone is looking into the issue or question would be better than hearing nothing at all and just waiting and feeling ignored.

Personal contact is lacking. Responding to an email in a timely matter would improve my satisfaction level. Providing correct information could be improved. When requesting information, giving more of a lead time - not 2 days after it is due.

OPE does an outstanding job and I don't have any recommendations at this time.

Submitting the annual performance report this year was not very efficient or time-saving because OPE wanted records updated for students beyond the required tracking period. Students that had already been reported on 13 years ago, most of which had graduated. This doubled the amount of time it would normally take me to complete my APR. I would be served better by OPE utilizing the information collected and not requesting it several times later.

There is no improvement at this time.

I think I am not the only one who will agree that timeliness has not been of the essence for the ED as it pertains to our grants. I understand that there have been many changes in personnel, and that many offices are short staffed, but the release of GAN letters in past years, delayed competitions and or APR's are at times unacceptable. Continue open communication and provide technical assistance when project need help with other institutional / offices on college campus.

More personal interest by program officers in individual program needs. Personalized attention will lead to a greater understanding of individual needs. Any and all feedback and communication will help to improve any service for the future.

Better ease of navigation and less contradictory statements so that everyone has the same interpretation.

N/A

I believe OPE could be improved if various means of communication are offered other than the standard email, phone call, and fax, especially for programs outside of the U.S. (Hawaii, US Trust Territories, and Micronesia.) Also, most of the time there seems to be an inconsistency in "interpretation" of program regulations depending on with whom you speak with at OPE. For example, the answer may differ depending on the representatives' level or the higher you go in the "chain of command" at OPE. / / I know that not all programs are the same because of local areas, but perhaps a compilation of frequently asked questions and the OPE response/ recommendations given could be posted on the OPE website. This would be helpful to new program staff, especially directors.

Post sample RPA in advance of the application going live. Allow the cover page on the APR to be signed electronically by the HSI versus a hard signature uploaded.

May users away of cutting edge technology/software to facilitate processing.

CUSTOM QUESTIONS

Q2. Please provide any additional comments on your assigned Upward Bound program specialist. (Open-end)

He is knowledgeable and has a deep understanding of the program; he offers practical advice and assistance.

My specialist is great to work with. However, often my emails go unanswered which can be very frustrating.

She is competent and timely.

Our specialist has been in the position just over a year and although there were issues I thought should have been resolved more quickly, she was friendly and graciously answered questions. I needed to speak to someone with

more authority but only because the issue was multifaceted and involved a time frame from before she was in the position.

Excellent first impression when meeting at a COE and USED conference/s in WDC...and always conscientious with follow ups. Much appreciated!

[NAME] is great!

[NAME] has been so helpful during transitional times here at the college. She is very knowledgeable of Upward Bound, and she is always available when needed. Furthermore, she is extremely personable.

To reiterate my previous comment, my current program specialist is non-responsive to inquiries from Directors; however if information is needed from the Director it must be supplied within incredibly short turnaround times (typically 48 hours). In contrast to the specialist we had several years ago who was supportive and helpful, most of the interaction with our current specialist have felt adversarial.

Our program officer often does not return calls or emails but will send us urgent messages that we have to respond to immediately that are often based on bad information on his part. It has been really difficult. Most years we hear about our funding 1 day before our fiscal year starts. That makes it impossible to plan properly.

My current Program Officer is the most responsive of the past 6-7 Program Officers I have dealt with since I started with Upward Bound in 1991.

Always polite and helpful.

Don't send me an email in May telling me I haven't spent enough money. This is an Upward Bound program!! We spend 80% of our funds in the summer!

Our program special has tried to do a good job but I don't feel like they have been approachable. Our program specialist was new two years ago and didn't have basic knowledge to provide the needed direction. In the past year, my interactions have been more positive.

I have had to call other specialist to get information needed. Calls are never returned.

She does not seem to understand the program. Request for information is more like a demand with little lead time and if not met, you will face dire consequences. Last year we were emailed on a Sunday afternoon to have something in by Wednesday at 2:00 pm, we had to work hard to get information requested and had to forgo planned vacation days. When we submitted the information before the deadline, the automatic reply indicates the program specialist was out of the office from the day before until the next week. This was a very frustrating and obviously not as urgent as we were led to believe. / / I also received a resent email on a Tuesday evening indicating that it was a second request for the information, but I had never received the first request. This email demanded an answer by noon the next day. I was out of town on a field trip with my UB students. This situation required information that could only be accessed on our campus on our budget system. At 10:30 at night I called the UB administrative assistant to arrange for her to go in to work early to get on the system. I work on it that night and early the next morning. We had scheduled activities with the UB students starting at 9:00am that required my presence so we had to get the information submitted before then. I finally submitted information around 8:30am. I reviewed all my emails from my program specialist and check my junk mail but there was no first request for information. To make this situation worse, this same email was sent to my university president, which made me seem incompetent and it confused and concerned him enough to email both my supervisor and our division vice president to inquire what was going on. I finally had a chance to explain it to my boss later that day. None of this would have happened if she had simply double checked who she emailed her request to the first time. I had to pay for her incompetence.

None

I was employed with Upward Bound in September 2013. Since that time, I have asked many questions and was always given assistance or referred to someone who could provide information needed. Upward Bound is a wonderful program and I am proud to be employed as a director.

The program specialist has been very receptive when I have inquired about different issues. / However, I have emailed information in the past that may not have been received for whatever reason, therefore, I email it a couple of times so that it is received. / /

[NAME] has been available to assist in all areas - I appreciate her efforts.

[NAME] was extremely helpful in trying to resolve our administrative problem with our GAN and seemed to put in a lot of extra time on our behalf, even though he no longer served our area--but the problem never was fixed. [NAME] was always very responsive and helpful, even when new.

Questions regarding budget not answered in a timely manner.

Very helpful and responds promptly to all inquires.

Very efficient, responds quickly to any inquiries;

My Upward Bound program specialist is really great at giving you detailed information and understanding. Responds in a very timely fashion and is very approachable.

The times I have needed to ask something of [NAME], he has always been prompt and helpful.

My program specialist is very proactive when I have questions or concerns that need addressed. The program specialist takes time to answer all of my questions and is very courteous.

She's great, I have not had any difficulty getting questions answered, she's responsive and timely.

I love working with [NAME]. She is very easy going and understanding. I hope to meet her one day :-)

Sometimes she asks for a turnaround time that is impractical, like one or two days. Her communication style is interpreted as brusque rather than supportive.

Our Upward Bound program specialist, [NAME], is efficient, knowledgeable, and detailed oriented. / He provides immediate and thorough responses to inquiries, and he disseminates information in a timely manner / He is fair and realistic in his assessment of inquiries, and even when the response is not positive, he always manages to deliver the decision in a constructive and courteous manner. /

Initial interaction was very negative. Did not appear to be knowledgeable about regulations. I try to limit my contacts so I can avoid feelings of frustration that occur with each contact/interaction I have had with my program specialist. Very uncomfortable position to experience, particularly when the assumption can be made that this person can make things difficult for your program if confronted and/or reported to OPE administrators. Program specialist should be knowledgeable and ready to respond with accurate information. Dealing with a program specialist on a "power trip" is one of the most demeaning experiences I have ever had -not a good feeling for a project director trying to manage a UB program appropriately and according to regulations.

[NAME] was great in communicating with and helping us to resolve our questions/requests.

Our Program Specialist has been most helpful with any issues and/or concerns. She is willing to assist however possible, if she is in the office and will notify of her out of office status

[NAME] has been very helpful and she takes time to meet with us (Directors) whenever we come to Washington, DC. She is supportive and caring when I contact her with an issue.

Our program specialist is phenomenal! She is always responsive and very helpful.

Very hard to get a hold of. Even key administrators at host institution had a very difficult time getting a hold of the specialist and when they emailed the specialist did not hear anything for weeks or months. As the project director, I too had a difficult time getting responses back from the specialist with questions. Took over one year before I had been changed as the project director from the previous project director even after several emails and phone calls. There has been times when the specialist responds within a timely manner, but that is few and far in between as compared to the emails and phone calls that are never responded to.

Would like a response in a more timely manner. When asking for information from me, give more time to get the answer.

[NAME] is always willing to assist with any issue that I present. If he doesn't know the answer to my question, he doesn't hesitate to ask for clarification from his supervisor. [NAME] is prompt in his responses and doesn't hesitate to ask for more information to make sure he understands my questions.

[NAME] is wonderful. She responds promptly and is very knowledgeable. She also cares for the students we serve.

Communicates well, and address issues promptly.

MY PROGRAM SPECIALIST IS AN EXCELLENT PERSON TO WORK WITH.

I work with Both [NAME] and [NAME], as of late [NAME] has been more responsive in comparison to previous years. [NAME] has for the most part been punctual with her response time.

She has been great in supporting the project!

Program Specialist oversees too many projects and does her best to communicate, but oftentimes we need to remind her of things like when our start date occurs.

I work with two specialists and one is always timely in the responses. The other specialist is difficult to reach and often does not respond in a timely manner.

[NAME] is the consummate professional. She is thorough, responsive, and solution-oriented.

No additional comments at this time.

Excellent support provided on a consistent basis to multiple campuses.

Given the parameters of the programs the program specialist conducted business in a professional manner.

Historically Black Colleges and Universities (HBCU)

CORE QUESTIONS

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

The Annual Performance Report (APR) is not consistent with all programs under Title III. The questions asked do not necessarily generate the responses that would exemplify positive results for Part B

Trio Programs

Often we build new application opportunities from actual projects that are taking place at the college. When applying for new opportunities in OPE we should have an option to input previous or current grant projects that may strengthen the College's application.

Q22. Please describe how we could better use technology to deliver its services.

Webinars for technical assistance training; blogs and or discussion boards for use by project staff to interact with each other and OPE

OPE should use technology to offer continuing training on a number of technical topics, such as: preparing the Comprehensive Development Plan, Preparing the Annual Performance Report, and Preparing the Phase I Formula Grant Data Worksheet. These can be made available as modules that can be streamed by the grantees to ensure compliance with USED requirements.

Listen to HBCU constituents regarding APR issues.

Having access to email addresses would help!

Test out technology before they do a webinar or conference call.

Q51. Finally, please describe how ED can improve its service to you.

Response times for authorization are too long. 30 to 60 days to reply to a question is not reasonable when you are waiting for a response to move forward.

NA

Easier access to program staff. More timely response and feedback to requests.

Responsiveness to issues should not take longer than two weeks. Anything more is crippling to our operations.

Overall, I am satisfied with the service provided by OPE.

Continuous updating of online/hard copy materials. The expected results should mirror the requirements. For example, information within the application that is not applicable to certain programs should be removed or include a disclaimer. Rules and regulations shown on the website should also reflect current data.

To continue with President Obama's accountability mission and goals, as it relates to the Federal Government / providing improved customer services.

Review the APR again and look at the questions asked. They don't give us an opportunity to tell our story like we used to do. At least have one page that we could give a comprehensive written narrative about what we have accomplished.

As a new employee involved for about 6 months at this writing, I would have loved to have gotten notices regarding any training(s) that were taking place relevant to the job. I found out about one technical assistance workshop while being visited by UNCF. Thought that should have come from OPE first. /

I would like to see more webinars, I feel these are very effective and online tutorials.

I have always found a large amount of miscommunication between program officers, directors and other staff. As a grantee I am seeking information as it would pertain to EDGAR or the legislation. Sometimes I have had to wait for an extended period of time to receive the information I have inquired about.

More timely announcements of opportunities and webinars

No comment.

By creating and deploying a more useful annual performance reporting form that captures the basics of HBCU program projects. Many of the questions are not relevant and the results cannot show growth or improvement (i.e., number of faculty trained in technology - generally, only new faculty will receive training to acquaint them with the available technology. Other times, all of the faculty will receive training on a particular software or classroom technology (such as how to use a new smartboard). Therefore, the numbers may be lower in the year only new faculty are trained and higher in the year that all faculty receive training. But what does that tell you by way of improvement when there is such a variance? Also, the question related to the number of students with access to the Internet. The response will be based on the enrollment which fluctuates up and down. So, again, what do the numbers tell you about improvement in student learning or access to the Internet.

I have not had any issues with receiving assistance from OPE staff. With new staff, the issue is having to explain the circumstances and the follow up to approved requests each time a new staff person is assigned. Overall, I am satisfied with the service. It appears that staff loads are extremely heavy; therefore, upon receipt of a request, it would be great if the OPE staff person indicated to the requester an expected time frame for a response. This would definitely be an improvement if 30 days have already passed.

Responses to request for adjustments could be much quicker.

Timely responses to inquiries and updated, more user-friendly eResources.

OPE should communicate more frequently with institutions. For example, contact universities in a timely manner when awards are going to be late. We should not have to contact OPE to find out what is happening. / / Make certain that all program officers are saying the same thing. We share information and it is disconcerting to get two different answers to the same question. / / OPE should have more webinars on issues pertinent to managing federal grants. The super circular will impact all federal grants yet OPE has not sent universities information regarding upcoming changes? /

There is a need for the OPE to provide training to its grantee institutions so that there is uniformity of understanding and approach in the implementation of programs and preparation of reports. OPE should provide regular training opportunities so that grantees have the opportunity to become aware of many of the technical steps required to manage the agency's grant programs. Additionally, the agency needs to provide training to its program officers so that there is internal consistency regarding responses provided to grantees that submit inquiries on similar issues. / / The incorporation of a calendar at the beginning of the grant year (October 1) would provide the due dates for all required submittals (Annual Performance Report, Phase I Formula Grant Worksheet, and Phase II Grant Work Plan). Posting this on the Institutional Services web site and e-mailing it to project directors at the grantee institutions would allow grant administrators to more effectively plan those tasks associated with the requirements. / / The Government Performance and Results Act requires the objective measurement of the impact of the Title III Part B program; however, this is hindered by the fact that the measures of program progress established by the US Department of Education do not facilitate the assessment of the program across all four of its focus areas—fiscal stability, student services, institutional management and academic quality. There is a need to establish performance objectives and measures that appropriately assess the outcomes that are realized as a result of the expenditure of the grant funds. / / Finally, in association with the revised program objectives, there is a need to revamp the Annual Performance Report so that it provides an independently verifiable means of reporting program progress and impact. This will assist the Department's reporting requirements as well, as the GPRA measures and impact will be contained in the APR.

More cooperation, communication, coordination, transparency, and accountability.

Offer more training.

Develop an electronic system for submitting reports rather than email

In terms of the above question, why would I lodge a complaint? It doesn't do any good. / / In terms of better service...more staff, better trained staff, and technology tools that work and are designed to serve specific programs as opposed to one size fits all.

Answer the telephone and respond to emails in a more timely manner.

Technical workshops via conference or online webinars. The webinars were very popular for a brief period but seemed to taper off, unless the notifications are not distributed to everyone.

Returning Phone Calls and Emails for requested information would be a good beginning!

Decrease the time it takes to respond to individual concerns and questions.

Should respond within 48 hours to inquiries.

More engagement with relevant and consistent feedback on submitted performance reports to assist grantees with program administration

None noted.

Conduct a technical assistance workshop for the specific program either by teleconference, webinar or in person in order for grantees to stay on target with agency regulations.

I have made reference to my concerns in my APR.

Consider offering webinars for new Project Directors and if offered sharing the information.

Provide feedback to Annual Reports to complete the loop in evaluation and assessment.

CUSTOM QUESTIONS

Q3. What suggestions do you have for improving the annual performance report? (Open-end)

The questions associated with each legislative allowable activity seem to be generic and not specific to the activity.

No suggestions

Add in more qualitative data elements.

Does not adequately capture the essence of our activities.

Questions on the Process Measures section of the Annual Performance Report should be more aligned with the goals and objectives of individual programs.

Working on a possible template

N/A

The questions used to determine the amount spent should relate more to the budget categories submitted to DOE

Did my first one about a month after I began, and once I figured out how to complete the pages, things went smoothly. Would want to experience at least one other submission before rendering an opinion to be fairer in my evaluation.

Perhaps more impact questions relative to our institutions.

Removing the ipeds requirement was a good decision. More qualitative response opportunities.

More training to grantees

None

N/A

Involving the constituent groups, formulating the questions to get responses that provide useful information and not just numbers, and take into consideration that one size does not fit all. Institutional needs are different and institutional leaders have differing views of how the funds can best be used to improve student learning and institutional effectiveness.

The manual accompanying the report is sometimes in conflict with the APR. You can only create two questions if the questions in the report do not apply. This requires you to provide more detail in the description of impact statement. The opportunity to create more questions that address the performance measure(s) would allow additional demonstration of results. Have a select group of HBCUs test the portal before the APR goes live.

This past year's adjustments seem to be moving in the right direction.

The APR should be revised so that it not only provides basic raw data, but it allows institutions to demonstrate impact of grant dollars on the campuses. Meaningless criteria should be replaced with relevant inquiry that provides meaning for the institution as well as the Department of Education in their use of the APR to report to Congress.

Key components could be less ambiguous.

None at this time

The APR does not allow the Title III director to effectively demonstrate how grant funds have been used at his/her institution. Our Association has studied the APR at length and made recommendations about improving the report.

There is a need to revamp the Annual Performance Report so that it provides an independently verifiable means of reporting program progress and impact. The report should be specific to the programs pursued with grant funding, rather than generic institutional measures that may not be related to grant program performance.

More input from the grantee institutions and the development of the annual performance reporting system to eliminate ambiguity.

Less repetitiveness of questions

Revise it!

Design it to relate to the application process. Make sure it is unique to the program doing the reporting.

Asks questions that are more relevant to the individual Program's accomplishments. Allow more space for responding to objectives status and more space to respond to the other questions asked.

Technical workshops via conference, workshop and/or webinar.

Less repetitiveness of questions

Revise some of the questions in relation to the College Activities!

None

None

Questions should be more clearly defined.

The evaluation tool needs to provide for responses that collect the data necessary to adequately show performance and progress.

It would be helpful to try and reduce the number of duplicate questions.

To give more time for completion.

The reports should allow for the institution specify activity details (data) not broad according to the Legislative Allowable Activities. I think information is being missed.

For Title III Part B, our awards are based on enrollment, graduation and graduate school enrollment. If the department, along with Title III administrators could get together and develop benchmarks by which our performance reports would be based, this may be a start to improving the annual performance report.

Collect more data on areas specific to activities funded.

Q6. Please provide at least one major example how this grant is making a positive contribution in achieving the mission of the institution? (Open-end)

Providing the financial means to improve the institutions technology infrastructure.

The enhancement of the technology infrastructure at the University.

North Carolina Agricultural and Technical State University continues to make substantial strides in several areas as a result of Title III funds which significantly impact the education of our students. For example, Bluford Library, in collaboration with the Division of Information Technology and Student Affairs, unveiled the University's first "Collaborative Learning Space." This is a meeting space outside the traditional classroom setting outfitted with technology and comfortable furniture that makes it easier for students to meet and collaborate on projects and activities. The 4,500 square foot student-centered space, located on the first floor of Bluford Library, features interactive media tables, social seating, new computers, and additional technology and infrastructure enhancements.

Resources made possible through the grant have supported and strengthened, among other endeavors, the Institution's efforts to improve student academic achievement, increase retention and graduation rates, improve technology delivery and enhance infrastructure. Institution ranks among the top 25 U.S. institutions whose graduates earn their Ph.D. degrees in the science and engineering disciplines. U.S. News and World Report consistently list institution as one of the Best Colleges in the Southeast and U.S. News and World Report also ranked institution in the top 20 list of "America's Best Black Colleges." The Washington Monthly, this year, lists the College among the top 20 liberal arts institutions in the nation.

We have been able to keep up with changes in technology to achieve institutional efficiencies.

The Grant is currently providing assistance in constructing facilities for use by students.

The development and implementation of innovative classrooms.

Supports student academic success, faculty and staff development, the grants management office as well as Institutional Development Office

The grant funds significantly enhanced the institution Allied Health Division at the institution.

It provides the funds to assist in the support of academic programs, i.e., faculty, staff, supplies, travel. It also provides the opportunity for faculty to improve their teaching skills which assists in the student's matriculation from freshman through senior year.

As I write, we are receiving components to install 23rd Century SMART Boards in all classrooms in our science and business buildings, our library computer/research center, first floor of our Student Services Admin building, and the largest meeting room in our Administrative Building - 28 rooms in all! Nearing the end of the first of three final phases to restore the auditorium in one of the four Federal and State recognized historic buildings, and will be outfitting all eight lounges with new furniture in our two newest dormitories, creating more conducive learning and living environments for students.

Our mission is to graduate students who are broadly graduate, technologically savvy and culturally aware. We have activities in International programs and technology that help enhance and advance the student experiences and bring them to the next level. Nursing Laboratory, the latest software and exposing students to a cultural diverse background through intensive foreign languages and the International and Brazilian programs. By assisting in providing academic programs state-of-the-art technology and equipment.

Provides for infrastructure improvements that would be unaffordable to initiate on our own. I.e. Development of targeted academic tutoring to improve student knowledge, financial process improvement for efficiency and stability, faculty development to improve level of teaching and increase general research opportunities for students.

Title III funds has allowed the institution to strengthen its technological infrastructure to infuse all administrative offices as well as faculty support. Technology is a key ingredient for our institution to assist a smooth collegiate transition to our students.

Infrastructure building

The university achieves its mission through teaching, research, and outreach. Title III funds have enabled the university to strengthen its academic programs by supporting the internationalization of the curriculum and providing opportunities for faculty and student travel. The Center for Undergraduate Experiential Learning engages students in a rigorous course of study that prepares and motivates students to pursue graduate and professional programs in areas where African-Americans tend to be underrepresented.

Grant funds are used to provide counseling, tutorial assistance and a developmental studies program for underprepared students to give them an opportunity to improve their basic skills and move to college-level courses to earn a college degree. Additionally, the grant provides significant support for library resources to support all academic programs of the college, so that students will have the resources they need for classroom assignments, research and projects.

The College is dedicated to the academic excellence of liberal arts and sciences and the intellectual, creative, ethical, and leadership of its students. We empower the whole person to engage in many cultures of the world and

inspire a commitment to positive social change. The HBCU B grant is making a positive contribution in achieving this mission because the College uses funds to support LAA 6 which is "Tutoring, counseling, and student service programs designed to improve academic success." The grant supports the College maintaining its high graduation and retention rates.

We are able to provide state-of-the-art equipment for labs/classrooms in addition to software and an administrative system.

By providing current technologies so that the classroom experience is able to adapt and support learners of today and keep the University in tune with current instructional delivery modes.

Supporting increased retention and graduation rates; enhanced technology resources

The Undergraduate Experience Activity has had a profound impact on academic performance and student retention.

The Office of Distance Learning provides support for all delivery of online and video-based instruction and serves as a platform for collaboration among faculty and students. TaskStream, the new university assessment tool, will document student learning through showing completion and compliance with learning outcomes that have been established for each course. This assessment will be included in Program Assessments which will eventually be part of the University Assessment.

The grant has made it possible to expand the communications infrastructure at the institution, enabling the simultaneous hosting of courses on multiple campuses, and reducing the need for travel for some students.

Projects and programs selected for Title III funding were those that improve educational quality, enhance student services and learning outcomes to ensure student success, strengthen management and financial stability. This grant period, 2012-2013, has included programs that support faculty and staff development as well as student-services programs that include a comprehensive strategy to improve retention and graduation rates. It has provided support for specialized accreditation efforts to improve and strengthen the academic quality of existing programs and expand the academic offerings of the institution and strengthen campus information services to support and enhance the institution's academic program quality as well as strengthen institutional management. Library resources have also been expanded to support and strengthen academic programs consistent with legislative allowable requirements.

The receipt of grant funds strengthens the university's ability to create and sustain a culture of academic excellence and success by enhancing the technology infrastructure to improve the efficiency and effectiveness of university systems and expand access to network resources, and applications.

We would not be able to administratively support our researchers and public service programs without it.

The grant has enabled the university to provide state of the art technological services.

Has assisted in ensuring the campus is ADA compliant

We are able to have programs that positively impact disciplines where African-Americans are underrepresented. It further allows for opportunities of improved positioning in our programs to make the University more competitive to our counterparts.

The Title III HBCU grant is affording our Institution a unique opportunity to implement various innovative technologies and collaborative teaching and learning strategies in pursuant of improving retention and graduation. It is helping to upgrade infrastructure and provide state-of-the-art equipment, increase learning opportunities for faculty, enhance academic quality through ongoing assessment programs, engage students in community outreach, and increase the quality of academic and advising services to impact a higher number of students.

Funds have been used to upgrade classroom facilities on campus, positively impacting every student on campus.

Counseling, advising, tutoring would not exist without it.

Provides funding for supplementary educational opportunities/activities/programs that allows for successful outcome of our students. Provides support via professional development opportunities for our faculty and staff. Assists us tremendously with university and program accrediting and reaccrediting activities as well as with university-wide technology. It would be extremely difficult for the University to excel and to keep up with the mainstream of higher education without these funds.

The grants assist us in building capacity through developing programs that help us to achieve and expand our core mission.

Strategic planning; ADA compliance and Technology infrastructure

Funds are used to foster grades 1-12 students for advancing to college!

The grant is making it possible for the College to provide a safe and secure infrastructure (facilities) that is conducive to learning. / / The grant funds laboratories and provides much needed equipment and supplies to keep program lab and shop areas up to date and provide students with current and relevant lab experiences. / / The grant funds provide professional development for faculty so they can keep up with current best practices and provide relevant and substantive instruction to the students they serve.

Programs developed through this grant and now enrolling and graduating students. Our institution is now considered a Carnegie 1 Research institution as a result of the number of students graduating with terminal degrees in the qualified areas funded by the Title III grant.

The HBCU grant has contributed to enhancing our facilities through renovation and repairs as well as improving our technology infrastructure.

Dedicated to promotion of knowledge the grant has enabled the University to provide remote access and a campus wireless infrastructure so students and faculty can access electronic resources anytime regardless of location.

The funding is impactful in providing resources for our library and impacting retention and persistence of our students.

The grant has supported the increase in the usage of software, research and lab equipment and other instructional tools to enhance student learning and instruction.

The HBCU grant assists our institution in achieving our mission by being able to offer a continuing education program.

The grant allows our institution to continue to have the necessary resources to enable us to provide assistance in academics, institutional instruction, faculty development, technology and much needed areas of the institution.

This grant has helped strengthen the college's physical facilities, sources of financial management from private donors, foundations, and the federal government and the state of South Carolina.

It is providing educational access to learners in alternative venues -- adult programs, online courses

The grant is supporting technology infrastructure and allowing upgrades to keep up with the fast pace of our growing campus. The grant also provides students with state-of-the-art resources for completing assignments.

The resources make them more competitive and work ready in the global work force. The funds also supported the creation of new programs to facilitate an increase of retention and graduation rates. Facilities funding has been critical -- extraordinarily helpful.

It is providing critical funding needed during a very difficult economic time and helps the institution maintain programs that are essential to the student population; such as counseling, tutoring and mentoring programs.

The Title III Part B grant is making a positive contribution to the mission of the institution by allowing for additional support to developmental students. One of our activities, the Student Learning Assistance Program, provides additional support to less than prepared students via a well trained staff, counseling services, testing services and leadership development among this student group.

These funds are used for retention efforts at the institution and within the last year the first year first time freshmen retention rate increased by 5 points.

It allows the University to implement programs that enhance our students' chances to enter and graduate. This grant has aided their matriculation by supporting the acquisition of the latest technology for use by our students and supporting various teaching support products that help students who come to the University less than college ready.

Q7. Provide examples that show the impact the grant is making on increasing student persistence toward degree attainment? (Open-end)

The grant supports our counseling program as well as tutoring services.

The implementation of a new university college that focuses on increasing and improving retention and graduation rates at the university.

Title III funds contributed to the enhancement of the Center for Academic Excellence (CAE); a full service learning-support unit that works cooperatively with each school and college to ensure students' academic, career and personal success. CAE's primary goal is to increase student persistence and retention through quality academic support programming. Specifically, Title III funds were used to hire additional personnel, offer supplemental instruction, enhance the tutorial program and provide professional development for student tutors, and network with other retention personnel. During 2013-2014, CAE academic advisors provided academic advising to several populations including undeclared students, student athletes, students returning from probation and suspension, summer bridge students, and students in the CAE Learning Communities. Approximately, 1,606 students received academic counseling and approximately 1,678 new freshmen and transfer students received academic advising assistance during new student orientation sessions. The Tutorial Program provided academic support to students in traditionally difficult courses to assist them in passing the courses thus maintaining progress toward degree.

Approximately 1,700 students received tutorial assistance. Of the 1,700 students receiving tutorial support during fall 2013 and spring 2014, 86% were retained as evidence by their fall 2013 enrollment.

As a direct result of the implementation of our Student Persistence and Academic Success Center, established with these grant funds, our retention rate rose from around 70% to 78.9% for the 2011 and 2012 cohorts).

Our graduation classes are growing each year due to a focus on innovations in course delivery and on-line teaching and learning.

Our Grant assists in supporting a Freshman Year and Sophomore Year Program, designed to retain students in the two first crucial years of college.

Increased the first year retention rate by 1% within the last year.

Developed Writing Center in response to students' demonstrated writing weaknesses, and provide support to specific English classes where writing is required.

The funds are used to provide students with increased access to tutors, mentors and advisers.

The retention effort has improved with a program to work specifically with those students who enter college with deficiencies and move them to college ready courses. The students also have counselors to help them deal with personal issues that could keep them from attaining a degree.

We have been able to attract several new collaborative funding opportunities in the sciences and math, that provided paid summer internships for students to work in laboratories on our campus, across our State, in California, South America and New Mexico. All of these students will return in Fall 2014.

We have an approved First Year Experience program to train and retain students showing that the "first year" matters.

Mentoring program permits upper classmen the opportunity to mentor incoming students. Mentoring activities give incoming students someone to answer their questions and/or concerns and at the same time encourage them to stay in school.

The pass rate in English and math have risen due to tutoring and curriculum/faculty development attributed to the grant. Passing these core courses greatly increases the success rate of students.

We have begun web-assist classes to aid students in out-of-classroom study time. Additional help comes from our learning lab and tutoring sessions.

Support of the university-wide retention program has resulted in 85% retention rate

The "Undergraduate Scholar Assistance Center" Activity, funded by Title III, has two tutorial centers—one in math and one in English. These centers serve to enhance the skills of students in the gatekeeper courses. Students who use these computer-aided Centers have shown remarkable progress in the mastery of mathematics and language skills as evidenced by test results. The Title III funds have allowed the university to expand and enhance technology infrastructure and to purchase hard/software to support the academic instruction, financial management, and community outreach. These improvements have resulted in the university maintaining a competitive edge in retaining and graduating highly qualified students who are prepared to enter and compete in graduate and professional schools or the workforce.

a) The pass rate for students who were enrolled in developmental courses increased and average of 9.5%, with the greatest gains in Reading, 22.5%. By passing these courses the students were able to move to college-level courses. / b) Students who participated in the Quality Enhancement Plan Project showed significant gains in vocabulary development and in improved reading comprehension, which has resulted in better performance in class, which translated into fewer repeated courses. / c) Students who participated in the Student Leadership Program had a 95% retention rate compared to the 63% retention rate for all students.

The College retention rate increased from 86% in 2007 to 90% in 2011 and the average six-year graduation rate is 77%. Additionally, the five-year graduation cohort (2009-2013) is 2,292 graduates and 698 (30%) of these students have been admitted to and in attendance at a graduate or professional school in a degree program in disciplines in which Blacks are underrepresented.

Advising and counseling has been bolstered, realizing a 3% increase in retention since support to enhance that area was provided by the grant.

The University College Activity enables the University to be proactive in its interaction with first-year students and retaining more students from first to second year attendance.

Assisted freshman, sophomores, and transfer students with more than 1,118 academic advisement functions. Three thousand fifty-two students (3052) utilized lab 114 Or 210 during the October to December 2013 quarter.

Laboratory upgrades (Civil Engineering, Biology, Chemistry, Physics). Students have access to current Technology/equipment. Faculty have revised curriculum to reflect new technology/equipment. Biology established a learning center that is equipped with technology, tutors, and learning resources. The center is designed to help students successfully complete their biology courses.

This grant has provided programs that support faculty and staff development as well as student-services programs that include a comprehensive strategy to improve retention and graduation rates.

The impact on increasing student persistence toward degree attainment is significant. It allows for student services that support increasing undergraduate research, internships, tutorial and mentoring opportunities. These are the key services that keep students engaged.

We are increasing performance in the STEM areas via Grant funds and upgrading our science laboratories.

(1) Support of tutorial enrichment (2) enhanced technology infrastructure(3) the support of faculty development (4) enhancement of academic facilities

Enhancing Student Success Consortium Initiative: Improving retention is major University-wide objective. This initiative enabled our Institution to increase its level of advising services to impact a higher number of students. During AY12-13, the Advisement Center serviced 5,788 students and recorded 15,189 contact sessions in AdvSorTrac. Three new advisors were hired, increasing the number of advisors by 200%. With more advisors available, the Academic Advising Center is better able to assist students both in and outside classrooms.

Grant funds are used to support faculty professional development, increase the quality of lab equipment available to students both in terms of computer laboratories and science laboratories, and to supporting student services designed to retain students.

Again, the support for counseling, advising, and tutoring is essential to assist our students in academic success.

The grants funds provide student support services that allow students to be successful and rigorous academic programs that ensure job placement.

Support of the Colleges' Student Success Program which includes an organized tutorial program in conjunction with faculty referrals; a comprehensive Counseling Program and peer advocate support and activities.

More counselors, tutors, study labs and workshops have been set up for students to get the additional help that they need to be successful in college for retention and graduation.

Through grant funding, the college is able to hire staff that assists with student success. Through grant funding, the college is able to purchase student retention management systems that monitor student progress and promote student success. Through grant funding, the college is able to provide tutoring and counseling to students that have shown a consistent increase in their GPA and performance in the subjects they were tutored in.

The institution's overall graduation rate has been increasing over the past 5 years from a low of 30% to a high of nearly 39%. Thank you Title III for funding the Center for Academic Achievement and Success; a Center that focuses on improving the likelihood of students completing their college degrees in a timely manner.

With grant funding the University has adopted an intrusive advising model along with the creation of a 4 year plan for all incoming freshmen. Advisors are consistently available for any impromptu advising that needs to take place to ensure the success of the students. /

Provides services and staff to assist and actively engage students

The grant has supported student services programs such as tutoring that have shown to yield a positive impact on the academic achievement of students engaging in tutoring services. As a result, students are persisting towards matriculation.

The HBCU grant helps our institution increase retention through the Freshman Institute.

The grant allows the institution to provide the necessary technology and library improvements to help our student's transition through the pipeline and reduce student drop out because this grant allows them to have the resources desperately needed.

The programs in the grants are important or areas of improvement that help to increase student persistence toward degree attainment include library resource improvement, academic program enhancement, student services, and student retention.

The grant enabled the institution to purchase and implement an early alert program.

The establishment of computer and tutoring labs assists students with assignment completion and helps them to better understand the information from the classes. The tutoring and counseling provides the support students need to remain enrolled. Providing support for a smooth transition into college life enhances the retention rate.

Helped us revise curriculum and add support services for students.

Our First Year Program provide Math, Science and Reading service to help those students that were not at college level achieve the academic standing needed for confidence in themselves and persistence toward their degree completion.

I would have to say that through our Student Learning Assistance Program, all activities lead to increasing persistence toward degree attainment. The activity has three (3) skill facilitators (Reading, mathematics and English) who work with developmental students to see them through developmental courses; a counseling staff that provides resources such as mentoring, tutoring, and career services; and leadership training/ community service opportunities.

The 6-year graduation rate has increased by 2 points.

We have been able to engage faculty in workshops related to best practices in accelerated coursework, realignment of student learning outcomes, and learning communities for our student in Developmental Education and the General Education. As a result, we have been able to reduce the number of hours in our programs to 120 thereby reducing our student's time to degree. We have also created an academic advisement center where all students with fewer than 30 credit hours can be assured of getting academic advisement thereby ensuring that they do not take unnecessary coursework. The funds have also provided us necessary resources for improving instructions and access to technology and best practices in teaching and learning such as learning materials and library resources.

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.

Some multi-agency panels and common language used

Consistency with ESEA

Q22. Please describe how we could better use technology to deliver its services.

See slides and presenter and be able to access it after the fact

OSEP could provide more opportunities for interaction. Conference calls from MSIP are simply one-way; just send a letter.

Instead of doing Conference Calls, conduct a Webinar or Web Meeting. Conference calls are not as effective due to the lack of visual support and decreased interaction. OSEP might want to consider providing regionally based support using technology.

Q51. Finally, please describe how ED can improve its service to you.

Reduce burdensome reporting

OSEP should consider engaging with States as stakeholders in the improvement process. OSEP has continued to move forward with initiatives without an understanding of individual state differences in much of the data used for performance outcome results. Additionally OSEP continues to use measures for determining results without any preview to states of the standards or metrics to be used. An example is the recent performance matrix used for state determinations.

Become more familiar with the cyclical nature and the pipeline of activities required to change data collection, plans, etc. At the state and local levels. There are instances when it seems they believe things can change quickly-- that is most often not realistic. While implementing the RDA, it would be good for everyone to understand the benefits of removing complexity and wordiness and engage more in project management processes. Shortened wait time from when a TA question is sent in to when a response or acknowledgement is received.

OSEP could actually behave in ways that are transparent to the stakeholders and general public rather than use a public relations campaign to assert that they are.

Keep listening / remember that all states are not created equal so our needs vary / thank you

More regional (HI, GU) meetings for the Pacific entities would be of great help; Meetings that address the specific needs of the Pacific entities to assist with USDOE initiatives;

In the past year, I have expressed my concern with our state contact's view of Results Driven Accountability and ability to support and assist our state with the SSIP process

CUSTOM QUESTIONS

Q3. What improvements can you suggest regarding support from MSIP state / contacts?

More hands on help

N/A

Keep it up. Our contact is very helpful in helping us thing through the consequences of decisions.

Provide initial information that is complete and not subject to ongoing revision with changing requirements. Provide state contacts with that final information and have them work with cross-state teams to achieve group understanding.

Keep listening and making improvements

Build the capacity of our state contacts in the areas of Theory of Change, Implementation Science, Systems of Support, Coaching, Collaboration and Communication.

Consistency in responses

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

Face to face meetings

SPP/APR Reporting

Timely response to inquiries

Assistance in review of the SPP/APR and now preparing for the RDA.

The most effective assistance came from regional resource centers, not OSEP.

Conversations with our state contact

Timely responses to questions.

Phone calls, assistance in understanding areas of need from OSEP letters.

Assistance from regional technical assistance centers as well as support from other Pacific entities who experience the same challenges assisted us in meeting federal requirements/improve program quality

Webinars/calls on relevant topics

RRC and OSEP liaison.

Collaborating with other State Directors and Regional Resource Center contacts

Clarifying requirements.

Phone calls

Q5. Which types of assistance were least helpful?

Unclear memos, reading slides from a presentation

N/A

We have had no wasted time up to this point--very satisfied.

Conference calls and presentations at conferences where the issues and answers were not fully formulated and where the PowerPoint slides didn't announce, "We will not be answering questions at this meeting."

Resources on DOE website

Calls that reiterate what was already provided in written form.

Monthly phone calls (in their present form)

National meetings requiring "teams"

Lead Agency Early Intervention Coordinators

CORE QUESTIONS

Q22. Please describe how we could better use technology to deliver its services.

Monthly calls are not always advertised in time to adjust schedules. Monthly calls do not always include agendas or presentation notes or even a connection to the online presentation. I've repeatedly asked to have a former contractor's name deleted from the mailing list for monthly calls and asked that my name and that of my supervisor are always included. This does not happen regularly; therefore, I receive no notification about upcoming calls.

While I understand that webinars, teleconferences, etc. are less expensive, when rolling out a big topic, like RDA, SSIP, etc., it's too difficult to get all the detail and ask the questions you need answered via webinar. Also, setting up the webinar correctly, i.e. we don't hear every time someone connects/disconnects via phone, would help immensely to not break concentration.

Record the webinars and post online!

Information dissemination to more than one designee in each state as requested and identified by the state.

Besides phone calls, technology is seldom used by OSEP for any TA calls. The only other thing we have is the OESP website which is one of the most cumbersome and ineffective websites I've ever uses.

Q25. What reporting system do you use for reporting accountability data? (Other specify)

EMAPS

GRADS 360 (new so this will be first year with the system)

EMAPS

Email attachment

eMAPS

Q51. Finally, please describe how ED can improve its service to you.

Increase timeliness of templates and guidance - the delays around the SSIP templates, instructions, etc. have been truly difficult for me. I am the lone staff member for the Part C program and receiving incomplete or late information has been a struggle as I complete the requirements such as data analysis, involving all stakeholders, and move towards writing Phase I of the SSIP. / / My personal support at OSEP, [NAME], and the Mountain Plains Regional Resource Center both have been highly valuable to me as I navigate Part C and all requirements related to the operation of the Part C program in Montana.

Staff needs to have knowledge of Part C. Part C systems are markedly different from Part B and should be planned for accordingly, and not as an afterthought. Additionally, Section 619 is often lost between Part C and "Big"B. Consistency in answers given at webinars and state contacts. Timely instruction and valuing our time to proficiently carry out their mandates.

Responsiveness and timeliness are the areas that need improving. Twice we have submitted proposed state regulations to OSEP for review prior to filing so that compliance with federal law is assured. OSEP did not respond the first time for over 10 months and we have yet to obtain any feedback for documents we sent in April.

Make webinars and conference calls available very soon after they occur for state staff who are unable to participate at the prescribed times. / / The website is just difficult to navigate just as many state departments are as well. Not sure what you can do about that. Maybe have a great search engine so you can search what you want and it takes you directly to that information. Seems you search and search to get what you need.

More relevant information for Part C programs. OSEP staff needs to include more materials and increase their knowledge of the coordinated system of payment, the complexities that states face, and the HIPAA/FERPA dilemmas that go with these complex systems.

It seems that there are almost too many TA providers now- and there seems to be much overlap/intersecting of what is being provided- to the point that it gets confusing and it feels like TA folks are competing for states business. It would be of great help if this could be streamlined and funneled through a triage process to help reduce the confusion, the number of webinars, conference calls, etc that often are covering similar content (right now there are multiple venues for SSIP information)- / / On the other hand, having OSEP come back out to visit states will be of great value to both the state and I would think to OSEP staff as well. / Overall, I think OSEP is doing a really good job.

Increase understanding of impact of requirements on states of all sizes to focus oversight and supports on the most meaningful strategies.

Timeliness of FAQs

Provide transcripts of monthly TA calls

Important to emphasis or concentrate on the key point of the communications - too much bureaucratic language. What is the bottom line? Can there be examples? Make sure communication is definitive and consistent among all project officers. Need more Part C representation/content regarding the subject matter on calls and general communications. / / Project officers should be thoroughly trained before they represent OSEP in communications with states. We have had several project officers assigned to our state that we have had to "train". It wastes our time and we do not contact the person because we do not have confidence in the answer. Or could there be experts from OSEP that we can communicate with for certain subjects? / /

Continue TA support regarding the SSIP

A good resource would be more examples of exemplary tools.

No concerns. I have good access to OSEP support.

We have a great OSEP Contact for our Part C system but she is about the only one who understands our nuances. We have to do a lot of back tracking to make sure others understand when there is an issue.

CUSTOM QUESTIONS

Q3. What improvements can you suggest regarding support from MSIP state contacts?

None. I am supported by [NAME] and he is always available for questions, comments, and professional advice.

There needs to be more of a focus on hiring people with explicit Part C knowledge.

Consistent information. I should receive different responses to the same question, depending on who I ask.

Timeliness of response. We get a message that the email was received but a long period of time goes by before the actual issue is responded to.

I have never experienced any problems with our state contact. She is responsive and timely.

The way policies were reviewed as piece meal with varying dates of approval resulted in duplication of effort.

Occasionally doing joint calls with all of that State contacts states- would be a good networking/learning opportunity- may be a good support network to build. / Making sure the contact is very knowledgeable about the state: geography, population, lead agency, etc.

None

Need to have information that will assist states in their interpretation of the regulations, policies, processes, initiatives. More experience in Part C. / Better customer service, working through issues with states, rather than blanket answers. / Shorter turnaround time for policy submissions or other items that need to be approved. / More training on Part C so that the information shared can be placed in the correct context.

More ability to interact without having to go through general counsel--takes too long to finish activities or get clarification with this process

Don't know.

We have been speaking frequently in preparation for SSIP. As that moves forward, we should consider regularly scheduled contacts, either individually or in small groups

The delays have not been the fault of the state contact but a lack of responsiveness from the people she needs to connect with to answer our questions and address our issues.

I do have modest concerns about the consistency of the determinations process

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

Phone calls from [NAME] along with follow-up emails.

When the person giving the assistance had a good knowledge base and understood that many times we are asking questions that go beyond the basics.

Phone contacts.

We do not ask for assistance if at all possible.

APR and application submission assistance has been used the most.

Mega conference with Part C focused sessions.

personal phone calls and face to face meetings at Leadership conference

APR Response tables; guidance for preparation of annual grant application

Many years ago we had a state contact who knew Part C. She had worked in Part C in the field. She spent time with our state, made us feel that she cared about the state, spent time explaining and exploring an issue, working out the policy language, or other technical assistance that helped us specifically instead of using "pat" answers.

TA from regional TA center

Information and TA that specifically addressed my State's issues has more of an impact on program quality. Having said that, it is helpful to listen to general descriptions of the federal requirements before diving into local issues.

More consistency.

The guidance on completing the application process.

Access to advice, reviews of draft submissions.

Phone calls.

Q5. Which types of assistance were least helpful?

Not aware of any.

When given basic information about what we should choose for our SiMR, I was sent an email by my contact that said (basically) "Hey, why don't you think about one of these for the focus of your SSIP/SiMR" and then the 3 early childhood outcomes were listed. This was not helpful. Additionally, staff was asked if we were aware of some very basic resources that we have known about for years, because he/she was not familiar with Early Childhood, let alone EI, he/she thought it was cutting edge information, that we have known for years. It is hard to get TA from someone who knows less about the field and the law than we do.
webinars/teleconferences /

NA

Information on SSIP and APR changes related to SSIP.

Part B and C joint calls

discussions around fiscal matters related to the lead agency organization

None

yes, no answers.

TA calls when supporting materials were not available prior to the call--context for the call helps.

SSIP timeliness of information

Cannot think of one currently.

Assistance that involved someone other than the state contact.

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.

Educator evaluation implementation and results are aligned with entitlement grants, such as Title I, IIA and special education regulations.

NONE

Q22. Please describe how we could better use technology to deliver its services.

The continued use of conference calls could be transitioned to webinars. It is much easier to follow a webinar with onscreen materials than a conference call with 50+ people from all over the country.

Regular webinars to states to discuss the project. There is little to no communication from the OESE to the ITQ projects.

Record all webinars and post the archives. / Reorganize the website. / Have links embedded in PDF files that jump to the topic or other resources.

Update the site and make it user-friendly.

Q25. What reporting system do you use for reporting accountability data? (Other specify)

APR

SHEEO spreadsheet

We are SAHE and don't report outside monitoring visits

Am the program person and don't report the financial data.

We do not report any data

SHEEO Collaborative Survey

Other staff completes this, so I'm uncertain of the reporting system used in my state.

don't know

Email

Q44. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

My federal contact, [NAME] from Title IIA is extremely helpful. If she doesn't know the answer, she always connects me with someone who does. She has a great response time, and she is also very friendly.

The opportunity to participate in a discussion for planning the annual meeting/conference (MSP) was much appreciated.

Providing help to determine the appropriate cost sharing amounts with an awardee,

When I needed a copy of a GAN for a state audit and U.S. DOE staff emailed me a copy within 24 hours.

We had a positive customer service experience when we had to have the G5 system reopened to draw down funds after the 12/30/13 deadline. The USDE staff was very helpful to us as we made the request and executed the draw down within the reopen timeframe.

Quick responses to questions to carry out the grant work with districts and find Census data.

[NAME] has been absolutely wonderful. We have been working to streamline our ITQ process both in the application and business arenas. [NAME] has always answered our questions or followed up with the appropriate folks. She is a delightful person to work with.

When I needed information on an allowable focus and use of funding, my Washington program officer took the time to help me understand in a more specific way DOE's non-regulatory guidance and helped me think through the process of making a decision on whether or not a proposal met the required parameters for the program.

Timely receipt of FY allocations and SAIPE data

Responsiveness to my questions, even when they may not have immediate answers.

N/A

Quick response from legal counsel with a question about an individual project. Very professional.

Sent an email to [NAME] regarding a TII equitable share issue in our state. Her response was timely, detailed and accurate.

We really enjoy working with [NAME]. She has done a good job of stepping in to replace [NAME]. We are a SAHE so use only a small portion of the funds. Just the same our questions are responded to quickly and we never feel like "2nd class citizens" even though the portion of funds under our management for ITQ is very small.

I had an issue with a private school interpreting the law in a different manner so my federal Title II_A program office, the Office of Non--Public Education, and the Title IIA Fiscal Officer arranged a conference call with 5 DOE members to assist with clarification immediately. We were very appreciative.

I have always received very quick responses to emails or phone inquiries from both [NAME] and [NAME]. When any complex questions arose that needed insight from the Office of Counsel, I also received prompt responses that allowed me to advise districts accordingly. I have valued the customer service I have received.

I have not had an experience to report.

I was able to contact the Department and get a response in a timely manner.

Program officers are always quick to respond.

Department staff has been very responsive and timely in answering questions, which is greatly appreciated.

Amazingly rapid response from the Title IIA leadership staff has been much appreciated. Many of my needs/questions are for me to clarify and respond to my subgrantees. Therefore, their quick turnaround of answers is critical.

Prompt response to questions - cordial, professional demeanor

Quick response to question about next funding cycle

I cannot recall requesting any OESE customer service around teacher quality grants in the past 12 months.

New program manager was not able to respond to question at the time it was posed, but responded with the answer within 24 hours.

Haven't had one

The US DOE staff member called back shortly after I called her and left a message. Then later she follow-up with another call to ascertain that my needs had been satisfied.

Received prompt response to questions about high need definition.

None

My interactions with [NAME]. [NAME] is very responsive and always responds to our requests via email or phone in a very timely manner. I enjoy working with her.

Very sincere desire to help every time

Meeting with leaders at national meetings and hearing specifics described face to face.

Department of Education has been helpful with our program, clarifying answers to questions we ask in a timely manner.

[NAME] is very efficient and responsive. She will acknowledge all questions and provide an answer. It is much appreciated.

None.

Q45. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Sometimes the guidance is vague, and if I have a specific question, the guidance may not be the best way to answer it. I don't have a specific example, other than when I need help deciding whether or not an activity is approvable, it is sometimes a little hard.

The rescheduling of the Title II-A annual meeting during a time when it is common to take vacation (December) with little advance notice was frustrating. I did receive a response from a program staff this year that they would do their best to give as much notice as possible this year, but then that person left the Department. I work closely with Titles I and III staff in my state and was disappointed to find out that they have the opportunity to attend a collaborative conference in Washington, D.C. this year and Title II will not be involved. We see these program areas as critical areas for leveraging resources to affect student achievement but this is not reflected in the technical assistance from USDE.

none

E-mailing a question regarding Title II-A and receiving no response at all.

Lack of follow-up to the Title II, Part Conference last December.

We have had no bad experiences.

none

In all honesty, I haven't had a worst customer service experience.

There have been no bad experiences

N/A

N/A

There is very little communication from USDE staff for the ITQ project. Our main communication is at the annual Title II meeting and the current staff doesn't really appear to understand the ITQ project. The ITQ program officers from the states have more knowledge than the USDE staff.

n/a

I have not had a bad experience in these past 12 months so am unable to answer this question. We miss [NAME] but glad she is turning her talents to new projects and really delighted to have [NAME] assisting us in her new leadership role.

I have had to request more assistance than ever this year and have always had outstanding customer service!

There was no poor customer service to report.

I have not had an experience to report.

n/a

Non-Regulatory Guidance document for Improving Teacher Quality State Grants is not very helpful. state-level program manager data was not updated, even after multiple requests

I have not had negative (on any spectrum) customer service.

none

No bad experiences

See above.

Only that I have had at least three different program managers in the past 12 months.

Haven't had one

None

Inability to use alternative definition to federal high need definition when there are no/very few districts that meet the federal definition.

I needed assistance to return funds to the U.S. Department of Education and this took awhile.

N/A

Nothing exceptional. Sometimes have to wait two or three weeks for an answer.

Some guidance does not meet the great variety of needs of LEAs.

NA

None.

Q51. Finally, please describe how ED can improve its service to you.

Working with the Title IIA guidance is sometimes a little vague. I'm not sure if there is a fix for the problem, other than more experience and time with the job and increased contact with other state leads (I'm new to my position.)

More communication from Title II-A program office. The fact that it is now July and we still have not received a notice regarding the date for the annual meeting makes me worry that last year's scheduling debacle will repeat itself.

Serve as a conduit for states during the year, to follow up on ideas talked about at the yearly conference, especially for those of us in rural states, working with limited staff.

The services are very helpful as they are.

It would be nice to have more specific information in non-regulatory guidance and if the website was user friendly. Given the limitations of time, distance, and available staff, I do not see a need for OESE to feel responsible for making drastic improvements in services.

Regular communication with ITQ program officers in the states, such as monthly newsletters, FAQs, updates on ESEA reauthorization, etc.

Please continue to include SAHE funding for teacher quality enhancement. The PD programs offered through the SAHE managed funds are much more intensive, leading to graduate level credit with sustained content knowledge development by teacher-participants in our highest need schools.

The Title II-A Program and fiscal Staff are amazing and my experiences with the ONEP have been great. My issue is that webinars are not recorded and posted as archives for those who could not attend or for those who want to review. Perhaps a disclaimer document or document explaining anything that may have caused confusion or needed to be corrected would alleviate concerns for posting something that might contain a misquote because that is the only reason why I can think that these resources aren't posted.

I have no suggestions for improvement; however, some of the questions asked on the survey are the responsibility of other offices in this department such as data reporting to OESE. I answered N/A because I have no personal experience with OESE services in this area, and I do not know if, for example, there might be suggestions for improvement from those offices.

Make sure that I know who are the extra companies that are giving assistance along with OESE.

n/a

Revise/update/streamline the Non-Regulatory Guidance for the Improving Teacher Quality State Grants (ESEA Title II, Part A) program

Provide more examples. More frequent communication. Realign guidance towards current initiatives such as teacher evaluation system -- not so focused on HQ

I am aware that the Title IIA website primarily leads to specific regulations, not accessible guidance (other than Non-Regs), examples, etc. I do not visit it very often - maybe 2 - 3 times per year. / / (Oh, I just looked at the site to review it to answer this question and see that there is a new layout. A quick preview shows potential, but there are 'broken' links.)

Keep up the good work - - -

Provide a better index to information on the website

Not unlike our agency at the state level, retaining staff is very important to the development of a meaningful and trusted professional relationship that gets things done. / /

No comment

It appears to be working fine as it is.

Allow states to develop an alternative high need definition that will include more than 1 or 2 high need districts.

I didn't even know most of these services were available. Might be good to point that out to states.

Program improvements should be official to give SEAs leverage with LEAs.

The only issues we have had were sometimes the webinars have not been as helpful as they could be.

Maybe provide periodic updates at the congressional level on funding.

CUSTOM QUESTIONS

Q3. What additional service could the program provide that would help you? (For example, information posted on-line, webinars, analysis tools, etc.) (Open end)

Webinars and other "on-demand" technical assistance would be great!
Improve the ease of finding resources on the website and communicate in a more timely manner.

Monthly or every other month webinars would be great. A place online to post questions, or even an online place to connect with similar states, such as rural states.

Recently I received two identical mailings of GRANT AWARD NOTIFICATIONS, EACH ONE WITH POSTAGE OF \$2.24. why send two? Doesn't fit the "do more with less" notion.

webinars would be great!

No suggestions

Analysis tools to study impact IIA funds played in supporting and providing effective programs.

Online materials that are aimed at more effective professional development of in-service teachers and principals.

Easy link to information on-line with emails notifying of updates.

Updated guidelines that incorporate revisions per monitoring findings, examples of questions from other states and responses to other states that are updated monthly, monthly webinar with several states sharing their successes, examples of how IIA funds can be leveraged with other programs and initiatives in one place.
I am satisfied with services.

Make sure that the latest documents with rules and regs. are the only ones posted to use.

Possibly more webinars.

Improve the Non-Regulatory Guidance for the Improving Teacher Quality State Grants program

Updated guidance that reflects current priorities (Race to the Top initiatives) - posted online

Specific examples of critical components, especially equitable distribution.
nothing additional

Advanced notice of annual meeting, usually the best technical assistance offered.

The online format is not particularly user-friendly; it sometimes takes much too long to arrive at the information for which one is searching. /

None

None

I believe quarterly webinars for updates/questions would be helpful. FAQ's posted on the website. And an online chat would be helpful to allow states to network.

None.

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.

Our Department has regularly scheduled meetings for the Title managers to meet, both regarding general issues where collaboration opportunities lie as well as pertaining to specific grants. For example: recently a long-standing 21st CCLC program was not successful in reapplying for funding. During one of these state level meetings, the Title I director identified that this was a district that frequently did not expend all of their Title I funds and offered to reach out to the district to discuss how they could use some of that unspent funding to offer afterschool supports to some of the youth who would otherwise be displaced due to the loss of 21C funding.

Q22. Please describe how we could better use technology to deliver its services.

It would be nice to develop a more interactive website that lists best practices or networking opportunity to other programs throughout the country.

Per the directions, my responses were specific to 21st CCLC. The 21st CCLC Grant is very different from the other federal programs for which I am (at least partially) responsible-Title IA, Title ID, Title IIA, Migrant, and REAP. The unique nature of the program does not lend itself heavily to technical assistance from the OESE. Most of our challenges are driven by the management of non-LEA sub recipients and how to support local program implementation. I do not typically do any research on the OESE site for 21st CCLC, and most of the SEA meetings (co-hosted by the USED) my staff or I attend are typically relegated to comparing and contrasting SEA approaches versus any new or innovative approaches to our work. Rarely do I have to seek guidance from the 21st CCLC OESE contact, but when I do, she is thoughtful and timely in her response.

Q25. What reporting system do you use for reporting accountability data? (Other specify)

PPICS

PPICS

PPICS

Learning Points PPICS

PPICS

PPICS - AIR/Learning Points

PPICS

PPICS

EZ Reports

PPICS

PPICS

PPICs

PPICS

PPICS

PPICS

PPICS

PPICS

PPICS

Q44. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Responsiveness to inquiries regarding our revised request for application and focus for our state.

As a state director who reports directly to US ED, I literally communicate with my representative just once a quarter during our quarterly call. I guess my best customer service experience would be speaking with her on the phone.

Conference call to address some issues

Working with [NAME], he always gets back to us when we have questions and etc...

I did receive a prompt reply from program officer in regards to a financial question - within 24 hours.

[NAME] has been a pleasure to work with since I came to the Maine Department of Education earlier this year. His technical assistance and guidance around federal regulations have been quite helpful, especially with this year's RFP competition.

My project officer has been *very prompt* in responding to any questions that I have. The compliance review was a pleasant experience.

The Y4Y portal for 21st CCLC is wonderful, stupendous, marvelous! Thank you for creating and maintaining this resource! The Y4Y staff is excellent and has been to our state to model Y4Y content, as well!

The program officer assigned to my state is always available to answer questions and offer input regarding my program.

Our program officer has been fantastic. He is readily accessible via phone and has been instrumental in guiding us through a complex fiscal issue with one of our grantees--clearly outlining federal expectations and processes as well as making recommendations for strategies for working directly with the LEA to resolve the issue.

We can count on our officer to get back to us in a timely manner and can count on regularly scheduled opportunities for conversation.

My USED Program contact has been responsive to my queries. even if she was unable to provide an answer immediately, she would at least acknowledge my query and provide me a tentatively timeline for a response.

Timely responses to inquiries.

Phone call returned the same day with the answer I needed

Every interaction with [NAME] is excellent.

I contacted my USDOE program manager several times with questions. He was always available to help me answer questions.

[NAME] has been a wonderful resource any time that I have contacted him. He is very knowledgeable in the 21st CCLC guidelines along with other federal program guidelines.

Q45. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Inability to provide an immediate response to confirm compliance to MOE for 21st Century grants. I response was later provided.

Sending emails asking for guidance and not receiving a reply.

Receiving an email that it was obvious my decision was misunderstood. Should've called for clarification.

Obtaining supporting with our evaluation process.

Program officer emails wanting to schedule a desktop monitoring call, I reply but get no confirmation.

N/A

The "Frequently Asked Questions to Assist U.S. Department of Education Grantees / To Appropriately Use Federal Funds for Conferences and Meetings" was not as clear as it could have been, and I'm not sure staff working in different federal programs in different states has all gotten the same clarifications since it was released. 3 years ago I had a poor program manager in DC.

I will mention two items. The former individual quarterly phone updates with 21st CCLC USDOE and the state liaisons and our state's 21st CCLC evaluation. / / We used to have individual quarterly phone conversations with our 21st CCLC USDOE staff liaison. This has not happened in over 9 months. These were productive conversations to keep both us (the state) and them (USDOE) "on the ball" and we helped each other stay current. Please reinstate these individual quarterly phone calls. / / We also had a monitoring visit where our state liaison participated "long distance" from DC. This was not ideal and made the process seem contrived, as the contractors in the field who were actually in the state had to be "schooled" on the 21st CCLC program by the state so that they could then evaluate the state. Our evaluation was relatively good, but please note, this evaluation was done by people who did not know what they were doing. The USDOE person in DC missed a lot by not actually being in the state and on the site visits. It does not work!

I cannot say there was a worst. The only issue may be that an answer to a question that may be related to another program may not be readily known, and it has taken some time to clarify an answer.

Issues with customer service tend to present themselves less with USDE staff and more with USDE contractors. Our experience with USDE selected contractors is invariably confusing and time consuming, as communication is limited, unclear, or untimely, and processes are frequently disorganized and lack sufficient notice. It seems to me that when the US DOE contracts with a company to look into promising practices - all we hear about is the beginning and what they want to do - there does not seem to be any "results" of information of their findings of suggestions we might want to look into when the project is completed.

We received notice of a pending monitoring visit from the USED, but the USED (previous staff contacts) had never provided feedback to NC's extensive written response to the last USED monitoring visit which had occurred in 2011. Upon receiving a copy of the written response, however, the current staff reviewed the information and postponed the planned monitoring visit at least for non more year.

n/a

none to report

NA

Q51. Finally, please describe how ED can improve its service to you.

I feel the disconnect between my US ED office (21st CCLC) and me as a state director is enormous. It is not just my representative up there now, it has been this way ever since coming to this position years ago. I speak with my representative once a quarter and we literally discuss the same issues (ELT, monitoring, RFP) and am asked the same questions. There is zero discussion about program quality or best practices, likely because our reps rarely visit programs to gain that practical knowledge. If I ask a question my rep says that is a great question and I'll have to get back to you, which means it won't be answered. I often use this office as a model of how I should not treat my subgrantees.

Technical assistance often feels like monitoring. It shouldn't. Officers seem reluctant to answer any questions. Wait time for a simple question can be excessive.

Don't know where to start on this. They provide so little assistance re 21CCLC it is difficult to describe where they should start. Perhaps start by assuming not all staff will attend your annual meeting. Then develop written technical assistance documents addressing key needs identified by state staff. You have never asked us what we need, not in 12 years of us continuously managing this program. Only one meaningful TA event was an onsite visit --- one in 12 years.

I feel that they are trying to work with us and have been asking for input.

My job would be made easier if I could receive 3 things from my interactions with USDOE: (1) more clear guidance, (2) greater consistency in interpretations between federal programs, and (3) additional resources.

Continue to build collaborations between offices and departments - in particular, this year, with USDA around direct certification, as that will have a huge impact on federal programs. Please communicate frequently, consistently, and clearly with states about this issue. Likewise about the OMB super-circular.

Three (Four) Things: / 1. Reinstate individual state and USDOE 21st CCLC liaison phone conversations. / 2. Send the USDOE 21st CCLC representative to the states having evaluations to be part of the team in person. Participating by phone is not capturing the same experience, especially having undertrained consultants on the ground in the state. / 3. Reinstate the USDOE-sponsored 21st CCLC Summer Workshop. This workshop allowed many 21st CCLC subgrantees to experience high-quality workshops with a variety of applicable topics. It also allowed state liaisons and subgrantees to participate in meetings with USDOE and hear up-to-date rules and regulations and be able to ask questions and get clarification on old and new components of the 21st CCLC program. / (4. Please let [NAME] participate and be in charge of 21st CCLC program as long as she has life and breath! [NAME] is the heart and soul of 21st CCLC. Thank you, [NAME]!) / See previous comments in past sections, as well.

What would be most helpful would be to work with contractors to provide clear expectations regarding advance preparation and organization, communication, responsiveness, and the need for clear, logical processes that are communicated to states in a timely and efficient manner. It is very frustrating to work with a contractor who is disorganized and/or hasn't clearly identified their internal processes before asking states to participate, particularly if their requests require advance preparation or coordination on our part.

It would help to have the official letter of funding much earlier in the year. We cannot award grants until we have that letter and many times programs that might be funded for continuation have had to let their teams go - thus we lose really good people. It would seem that if you know what the funding is - it would not take that much time and energy to put it in a formal announcement of funding earlier in the year so the timing of our awards would be more efficient.

If possible, it would be helpful to receive quarterly (or at least semiannual) newsletters that are program specific that provide policy updates and relevant resources to assist with the implementation of the federal programs at the LEA and SEA level. In addition, it seems there would be a more intuitive or easier way to set up the USED website so the SEA and all stakeholders can find clear and pragmatic information regarding respective federal programs.

CUSTOM QUESTIONS

Q6. What suggestions do you have for improving the PPICS reporting process? (Open-ended)

N/A

It would make much more sense to make the data collection year go from fall to summer (fall of 2014 through summer of 2015). Currently, it goes from summer to spring (summer of 2014 to spring of 2015). This is how the majority of states fund their programs. For example, subgrantees are typically approved in the summer for operation in the fall. But the current data system would split that year into two, with their fall and spring data in one year and the subsequent summer data in the next year. This means the last year of data would only include the final summer. If we went to a fall to summer collection year, every single year would then be a complete year of data and align with the schools' year.

Get another system

Data transfer needs to be more easily used. Data should be more manageable/manipulable once entered. Pre-population of files and other options should be used to reduce data entry burdens. Greater access to TA. start over in designing a new system

Training the grantees on how to use PPICS for evaluating their programs.

Have reporting options that better reflect services to high school students - state assessments are different from elementary.

N/A

easier uploading of data, better reporting functionality, easier exporting of data. The ability for SEAs to see what subgrantees on their screens would make it much easier to provide support.

Replace it

Faster turnaround time for reports available to states upon submission of required data.

1. Incorporate everything that is needed for a state's biannual evaluation into PPICS. / 2. Make submission of student test scores and other data easy to do with an Excel-like spreadsheet input form. / 3. Incorporate student, family, school staff, subgrantee staff surveys. / 4. Do not dismantle current system until new system is complete. Consider using old system one more year if necessary. PPICS, although needing some updating, has allowed 21st CCLC to "prove" to US congress (and others, including state-level people) that 21st CCLC programs nationwide are having a positive impact on students' lives. Please keep everything PPICS does now! THANK YOU for maintaining and improving PPICS!!! :)

The customer service portion of the process could be improved. It is sometimes difficult to reach someone to answer questions in a timely manner.

There is a strong need to improve consistency of data collection across states. Having spoken to many other states, I have found significant variations in how attendance is tracked, and more specifically how activities and hours spent on content areas are counted. (Some states use rigorous standards for attributing activities to a single content area, whereas others count all enrichment activities as addressing all content areas.) / / In addition, a redesign of the teacher survey would be very helpful. We have found that the current survey does not validly measure it's intended outcomes. It is less a measure of changes in student performance and more indicative of the program's level of partnership with school day teachers and teacher perception of the program (i.e. collaborative vs. resentful).

It would be good to have a team including some State Directors and sub-grantee directors to work directly with the design.

Make more user-friendly

I wish there were a way to document summer program data in the same calendar year in which it occurred versus the fiscal year tied to the funding. I understand the importance of tying activity and results to a particular funding source; however, the actual summer program implementation, timely relevance, and connection the regular school-year component is much more difficult to put in context by the time the data is reported. Not sure how else I would adjust the PPICS process since so much of the data the USED and the SEA rely on is self-reported and qualitative, not quantitative in nature. Our state, NC, has added official student standardized assessment scores to supplement the current federal reporting requirements to offer additional and quantifiable data to that already collected through PPICS.

Collect data on social emotional learning, and value added grades and testing data

Why make a suggestion to improve a product we have been told will be ended in October 2014?

Customizable for states to add modules for their own evaluation

More user friendly and the ability to keep real-time data.

Q10. What technical assistance topics can the 21st CCLC program provide at meetings to support the states more effectively? (Open-ended)

Implementation of the ESEA Flexibility Waiver (ELT) in expanding school day services but not supplanting. Engaging high school students; sustainability; data collection and its importance

Assisting struggling grantees; Creating and implementing Program Improvement Plans; Effective Monitoring

Collaborating with day time staff, developing measurable objectives, identifying non-academic student needs

How to run a high quality afterschool program. How to evaluate programs and how to use the findings to improve programs.

The topics have been good. The most important thing, as far as I'm concerned, is having time to learn from other SEAs.

We need a timeline and more help with state monitoring.

* Review of 21st CCLC law, regulation, and guidance and the latest interpretation of these... / * Review of state's monitoring (and other) visits - common areas of strength and weakness, suggestions for maintaining state and subgrantee programs that will have no findings / * Forum and Time to share state's subgrantee applications, monitoring tools, components, subgrantee amendment procedures, subgrantee self assessments, etc. / * Forum and Time to discuss different state's procedures and state "rules," such as funding caps, determining subgrantee attendance rates, subgrantee monitoring visits, review procedures for subgrant applications, maintaining state records, etc., 21st CCLC Federal and state grant assurances, timeline for grant awards, childcare licensing, etc. / * Continued Y4Y topics and presentations for subgrantee uses of the portal. / * PPICS updates and demonstrations on how to easily input data and how to get the most out of reports, etc. /

Clarity regarding guidance that crosses Title programs / Opportunities for states to share/cross-pollinate on topics such as: / **Evaluation strategies / **Advocacy and state-level partnerships / **State-level monitoring and reporting structures and formats / **Quality initiatives and quality improvement strategies/systems / **Competition processes, RFP language, and priority areas / **TA supports

Looking forward to the webinar on evaluation scheduled for the Fall.

Parental Involvement / Ideas to achieve success for states with limited resources

How to accurately collect data for Expanded Learning Time activities, what ELT looks like among the states.

Specifics about program operations by other states. Costs of programs in other states.

Parent involvement, sustainability

Alaska Native Education (ANE) Program

CORE QUESTIONS

Q22. Please describe how we could better use technology to deliver its services.

We use teleconferences.

Given the distance to our sites, the use of webinars would be a very useful tool. Also, the ability to share with other Alaska sites through teleconferences, information sharing, presentations, would also be helpful. Even just being able to post resources, successes, project information.

Q25. What reporting system do you use for reporting accountability data? (Other specify)

G5

G5

g5

G5

G5

email or g5

G5

g5

g5

G5

G5

G5

G5

G5

Q44. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Phone conversations providing clarity about certain aspects of the grant process and how to properly submit data, updates, and annual reports

Our DOE Grant Program Officer has been very responsive, and is generally available both by phone and e-mail. The Grant Program Supervisor is knowledgeable and has helped clarify Department needs, guidelines and deadlines.

Always able to answer questions.

Staff is generally positive and knowledgeable. However, it seems as if communication within the department itself is inconsistent.

Excellent customer service is always present when working with [NAME]. She goes above and beyond what most would do to insure grantees know what is expected and provides the support needed to be successful. Our contact at the DOE is very pleasant and easy to work with. Speaking with this individual during our quarterly teleconferences is enjoyable and friendly.

Both my points of contact for the grant are responsive to emails and phone calls. I have not had a large amount of need for question/answer communications, but when I do, I receive timely responses.

Quick response and solid guidance when I have procedural questions

The g5 website is not always straightforward or easy to use, and when submitting our APR, I struggled for over an hour to resolve some of the issues I was experiencing. I ultimately called the service helpline, and the person I talked to was very helpful and able to resolve the issues in a matter of minutes. There was also timely follow up, and I got the sense that personnel genuinely cared that my concerns were resolved. It was a very pleasant all-around experience.

Quick and helpful response from Program Staff when APR report submission was unsuccessful through G5.

Technical assistance personnel were always extremely helpful.

Responsiveness with the G5 - help was patient and concise.

[NAME], our grant program officer, has been great to work with. He responds quickly and takes a sincere interest in our program.

I had difficulty submitting my report due to travel and poor internet connections. The staff was able to offer support so I could submit the report.

All staff from the Office have been helpful with any questions I've had regarding our grant. They answer emails and phones quickly and are always a good resource of us.

Personal phone call

I appreciate the consistency of communication with the USDOE staff who works with me. He is always aware of my program, consistent in his message, willing to work with the various partners, and is helpful when I have questions.

Friendly grant support on the phone. Researched my question.

Working with our Program Manager during our desktop audit was a wonderful experience and helped all our program partners get on the same page. he helped facilitate some of the questions that the partners still had regarding the school and the tribe working together.

Q45. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

N/A

It often takes a long time to get budget revisions approved - this slows down our productivity and delays project implementation.

None

I experienced technical difficulties when uploading the Annual Performance Report. I received directions, which I followed and proceeded to make numerous calls and emails afterwards for further direction and received no communication. When I did, the information was not consistent with what I had first been told.

I have not had one contact with my program officer since we received our grant.

There seems to be inconsistency between ANE grant programs. For example, as mentioned, [NAME] is our program manager for our ANE ELA grant program; other ANE grant program managers rarely call and many quarterly check-ins do not happen. Communication does not seem to be ongoing and is very infrequent - I only receive an email if there is a meeting in DC to attend.

There was a meeting scheduled in Juneau, AK during the time that teachers were off of school, prices are high due to tourism, and rental cars/hotel rooms/flights are difficult to book. We were informed that the meeting would take place around a certain date, but then all communication stopped. After badgering the program staff for numerous weeks, and with the meeting date approaching, we received notice that the meeting would be rescheduled to its normal time in the fall. Not hugely disruptive in the grand scheme of things, but it's hard to schedule work activities/daily life when you think you might have to leave town for an indeterminate period of time.

After Sequestration, the responses were a little slower as the staff caught up. Among ANEP's strong points are that there is no micromanagement, reporting requirements are reasonable and do not change frequently, there is little or no unexpected change in the information or interaction required, and interaction with ANEP does not take away from our ability to work towards our grant goals. On the down side, there is very little connection with the program/personnel itself, nor any apparent awareness of the unique circumstances that exist in rural arctic Alaskan communities. This has led to great frustration in figuring out how to approach certain reporting questions. While we don't want to be micromanaged, each grantee program's circumstances are unique, and some communication regarding this would be a plus. Delay in information and then changes in information on whether or not a Grant Directors meeting will be held and if so, when and where it will be held.

None

N/a

None in the last 12 months

I have not had any poor customer service experiences.

Don't really have one.

Not hearing back in a timely manner or providing sufficient lead time to plan for US Dept sponsored activity
Somehow, the two grants I was working with got mixed up and when the director changed on one, I was removed from both which cancelled me out of the G5 system in relation to the grant I needed to report on. In all, it was VERY frustrating.

None

Telephone assistance when submitting the G5, especially with the time difference between DC and Alaska. It took several days to get to speak to the representative, and it was very frustrating when the deadline was approaching.

Q51. Finally, please describe how ED can improve its service to you.

Continue dialog with grant recipients about reporting requirements providing technical assistance when needed and strive to make sure web site is up and running for submittals

Our primary contact is our DOE Grant Program Officer. I sometimes feel that her caseload is too high to be as responsive as we would prefer, although our experience in the past year is far better than our experience in past years.

Consistency with communication in the office of OESE and prompt responses to questions.

Call us at least once/month or once/quarter to monitor our progress and implementation.

Get out of D.C. and move to Alaska.

the formatting of the reports do not always line up with the data I am providing. some fashion to be more flexible on the data input would be useful.

I firmly believe that Tribal early educations should have equal precedence as higher education. I will not have young adults ready to be successful at higher education if I cannot start them out right and nurture them. I realize this does not obtain the quick results we all want to see, nonetheless I have confidence that the solid early start in pre-k to age eight will result in a greater proportion of tribal youth with leadership skills able to foster success in their programs, peers and successors. Thank you for your consideration.

As implied in previous answers, there are many very strong points with this service, and some areas in which improvement could be realized. For us, we are in a very unique situation in communities that have little, if any parallel with virtually all other places in America. This leads to uncommon considerations - for example, we oversee a single tribal immersion ECE classroom and teacher education degree program, but are always asked about test scores and etc at partner institutions we simply do not have. Because of sociocultural and sociopolitical concerns, as well as effective geographic isolation where there is frequent inclement weather, no roads, and only 8 widely dispersed small communities in 96,000 square miles, we often experience delay in meeting goals such as hiring, staff stability, state inspections, and etc. ad infinitum. We would like to see these realities as considerations in how we approach our goals, something which I think increased, though not invasive, communication could achieve. The g5 website has provided a number of problems and is not as straightforward as it seems. Once, after submitting an APR well within the deadline date, we visited the website and saw what seemed to be a submission date outside of that time frame, causing us a great deal of worry. No one has ever been rude or unreasonable in personal communications, and the financial assistance has been a godsend to us in creating indigenized learning environments, but some consideration of these issues would make interactions much more pleasant.

Improve the G5 report submission process.

As a relatively new grant manager, I would like more training on how to manage the grant itself. Two years ago I went to training in DC that was okay, but at that point, I was so new, much of it seemed overwhelming. At this point, I am going to a co-worker (who also manages grants) for needed information. She told me that OESE has trainings every year, but I didn't hear about one last year. Not sure if it didn't happen or the info didn't trickle down to me here in our district or if I simply missed it. / More training about the nuts and bolts of what I am responsible for would be very helpful. / thanks.

Turnaround time with program extension requests and grant awards would be helpful in preparing for implementation - to coincide with school year and services.

I have been very satisfied with the services provided by OESE.

When applying for a new grant cycle, it would be helpful to know earlier whether we've been awarded or not. We usually receive notice in late August and don't have much turnaround time to get the program up and going by our desired deadline. If it could be possible to receive notice of award sometime in July, that would be extremely valuable to us.

Organization of the yearly meeting need to include how the work of the grantees, so the grantees have a scope of the programs taking place within the state

I've had both very disconnected and very engaged program representatives. It is far better to have the engaged representative to answer questions, be concerned about the success of the program and give you tips on how to navigate budgeting and such.

There are many training opportunities. However, there is a lot more that people need to know (especially when new).

More regular contact; a better understanding of the challenges of Alaska - including limitations on technology in communities where downloading and uploading to the internet still take a significant time; staff available after traditional hours in DC - or more availability to workers when we call in the morning. If we wait until after school hours everyone in DC is already gone for the day, but when we call at 8 am, everyone is at lunch!!!!

CUSTOM QUESTIONS

Q5. Where and how did the technical assistance or support take place? Other (Please specify)

Meet with him while in DC

Q7. What technical assistant topics can the ANE program provide at Project Directors' meetings to support the implementation of your grant projects more effectively? (Open-ended)

Increasing parent and community engagement

Guidance on submitting information utilizing the web.

Peer sharing with other grantees so that we can better coordinate and learn from our collective challenges and successes.

APR directions and reporting requirements.

sharing networking information with all grantees that allows us to make connections between each other's grants in partnership relationships

Some of these questions are difficult to answer because we have several ANE grants. Although all of our program officers are pleasant to work with, there is a varying level of support from these officers. One program officer is excellent [NAME], others are good but I rarely receive communication from them except to notify of a DC meeting.

Actually, the meetings are quite comprehensive, and I appreciate that they take place in Alaska every other year. I felt the types of information at the director's meeting were appropriate and helpful. I appreciated the time to talk with other grantees as well. perhaps, a brief synopsis of the other grantees programs would be a helpful tool.

Awareness of some of the specifics of each program reflected in reporting requirements and interactions would be a positive.

None

Group meetings with the FPO and individual grantee meetings were so very helpful!

budgeting, modifications to the budget, and how to report and plan if there is carryover

It would be helpful to know what other programs are being funded and possible new areas where funding may exist.

Some indication of how different grants or how a state is meeting program objectives, and ways in which different programs are innovative; what we can learn from each other while implementing programs; some thought given to a longer program cycle. Three-years is a surprisingly short period of time

Indirect information, clarity on what funding can and cannot be used for, sub-contract information

Explain what is available.

Budget modifications / Data collection/reporting / evaluation tools /

Q9. What suggestions do you have for improving the annual performance report process? (Open-ended)

Have the website up and running for submittals

Do to the timing of our project evaluation, most of our progress reports have had to be uploaded, yet we need to complete all of the online reporting measures, even when we don't yet have the specific data. This has been tedious - not sure how to avoid that.

Change the deadline of the report to be able to include actual data as it is not available when the report is due.
none

Some grant managers do not have the grant reporting forms uploaded in the G5 in a timely manner. Therefore, submitting reports can be an issue because we have to call them to let them know that it needs to be loaded before we can submit our report.

We couldn't even enter into G5 for the first five or six years we had an ANE award. This past reporting period was the first time we have been able to do so and it was thanks to our Program Officer.

More flexibility on data uploading. I appreciate the data prior to the reporting that explains if the department is looking for specific information in the fields. Not all fields apply to each grant but it seems that certain fields must have some data in it before you can move on... which makes those parts of the report unusable.

Easier access for supplemental reports. I'm, read, but it is not open to me now.

A clearer and simpler website would help, with no passwords changing unexpectedly and no dates changing without notice after a report has been submitted.

Include specific instructions document, and/or system navigation instructions. Example, note character limits on text boxes. Also, note the time of day deadline for submission in the notice of APR letter.

None

The G5 worked perfectly this last time around!!! More clarity on follow-up reports between April and August would be helpful.

Include a template for reporting data that is required, such as each school and the numbers at each grade level if that is required.

Our grant writer does the electronic submission. I create the report and write its content and then give it to her to upload to the G5 system. I have no suggestions.

More training.

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.

How to leverage funds with early childhood and other federally funded programs.

Q22. Please describe how we could better use technology to deliver its services.

Quarterly reporting done online.

Ask the states what they need and have it be more interactive. Send topics ahead of time. Needs to go past the typical webinar format that keeps being used. Let states present in the areas THEY choose. We learn the most of each other.

During this past year there has been a limited use of technology in delivering OESE services. Over the past 12 months there has been a decrease in these (weekly webinars, online newsletters, etc.) types of delivery systems.

Q25. What reporting system do you use for reporting accountability data? (Other specify)

G5

G5

Reports submitted via email and G-5 system

Q44. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Opportunity to meet with other state grantees to discuss solutions to challenges and successes of program implementation. Department convened these opportunities.

Opportunity to collaborate with other state grantees.

When a supervisor of the program director took time to visit with us. We felt she really listened and was there for support and encouragement

[NAME] and her assistance in helping me apply for an extension.

Over the past 12 months one specific ED analyst has supported our team in its local efforts to expand its capacity through the addition of staff members. This individual assisted us in navigating a specific amendment that specifically outlined this plan. This guidance assisted us with navigating through our own state protocols.

Q45. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Inconsistent and confusing messages, directions, etc.

The comprehensive centers (CCs) and other TA providers have been useless! No meaningful assistance. Waste of time and money. Seems as though they are used for perfunctory reasons only. The regional labs have not been useful either. The CCs and labs presented multiple times and their information was not useful -- they are out of touch with state and local needs. Private providers have been much more useful. Recommend giving \$\$ to states to determine which TA providers to secure to assist with efforts. Disappointed in CCs and labs.

Habitual non-listening and asking of information that has already been submitted or doesn't pertain to our grant goals. Also, late responsiveness when she does ask for information. It is difficult to get back into a report you submitted three or four months ago and then receive feedback that it needs to be changed. Very confusing communication. Worst we have had in the years we have been working with the Department in literacy initiatives.

N/A

There has been a consistent lack of appropriate notice regarding all scheduling over the past year. This includes deadlines for reports, meeting dates & times, etc. It would be greatly appreciated if we could receive notices of these events in a more timely fashion.

Q51. Finally, please describe how ED can improve its service to you.

Have an external evaluator convene focus group with grantees to learn more about program strengths and challenges to inform service improvements. Listen to needs of states.

Instead of providing \$\$ to Comprehensive Centers and Regional Labs, provide the \$\$ to states to choose TA providers. At least combine CCs and labs to eliminate redundancy of services and to save federal \$\$ that could go to states/LEAs to use best TA providers.

Be clear in expectations and reporting each year. Plan ahead for expected reports and time of state directors. Do not keep adding additional reporting. Listen. Listen. Listen. Learn about our programs and read our external evaluations. Use the external evaluation to provide timely support and feedback.

N/A

Please refer to the answers noted above.

CUSTOM QUESTIONS

Mathematics and Science Partnerships

CORE QUESTIONS

Q22. Please describe how we could better use technology to deliver its services.

Webinars instead of phone conferences

Q25. What reporting system do you use for reporting accountability data? (Other specify)

MSP net

https://apr.ed-msp.net/users/sign_in

APR

APR

APR

MSP APR

APR

SD Stars

APR

USDE MSP portal

MSP APR site
<http://www.ed-msp.net/>

MSP APR

<http://www.ed-msp.net/>

MSP APR

web-based

MSP NET - APR Site

Ed MSP

MSP Reporting Site

Online APR system

APR

<http://apr.ed-msp.net/>

Online Annual Performance Reporting system

MSP Net

MSP APR System

Q44. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

US ED staff is always very quick to respond to my emails and questions. I have had to email them several times this year and always received feedback within 24 hours (usually on the same day).

Immediate response to all emails and follow-up to questions asked during conference calls.

Due to conference calls/Webinars, I rarely need technical assistance from the USDE. My most recent correspondence was a question related to the 2014-2015 funding (email). [NAME] replied to my email quickly with the answer.

Face-to-face interaction with program manager for my state at a conference. We were able to talk about state specifics rather than federal generalities that really don't apply to my state.

I very much appreciated the opportunity to participate in the planning discussion for this year's annual meeting/conference.

Conference call updates

I always receive prompt responses to my program questions and concerns from / OESE program manager and contracted technical assistance providers.

The msphelp@abtassoc.com is the best! The people are always very helpful to me and good at getting back to me when I have questions.

Pleasant and professional conversation about changes in the state level assessment system and its impact on the external evaluation of our funded projects. We came to a logical solution.

Webinars are reporting requirements to changes to the APR and the technical assistance surrounding that process have been extremely helpful.

Requesting to partially submit a project report was easy and accomplished without difficulty.

My program officer is very responsive to my questions.

[NAME] is always ready with an answer or response to a question. Very helpful! MSP Support through Abt Associates is also top notch!

Follow-up with notification of program funds and willingness to listen new proposals to implement MSP grants in a different way.

All of the best customer service experiences revolve around the promptness with which questions are addressed and the clarity of the responses.

The program officer assisted in collecting effective RFPs that would serve as a model as we developed our RFP. This assistance saved hours of work on our end.

Correcting the data reports so alignment studies can be done accurately

In the face of questions about how to best use some available funding, the staff were able to connect us with other states in a similar situation very quickly.

USDOE (MSP) staff provided me with assistance regarding the online Annual Performance Reports for projects. Staff was very helpful.

When asking for clarification on guidance for our collaboration with combining Title IIA funds and Title IIB funds to support a joint project, the DOE program manager was very helpful and found the legal answer from their legal representative for our unique situation.

Working with [NAME] on desk monitoring for our states MSP grant. It was an invaluable learning experience and I feel that our programs are stronger because of the monitoring experience especially through the guidance of [NAME].

I typically only deal with the evaluation provider, Abt Associates. I feel they provide excellent customer service at all levels.

Very little interaction this year; however, the responsiveness to calls and emails is always superb.

Timely help with the APR.

I can't recall specifics but I every time I email with a question, I receive a response either that day or the next. I always get prompt communication.

Every time I call for technical assistance someone has been available to answer my question immediately or returned my call promptly. This is much appreciated!

Nothing specific... Whether I speak with [NAME] or [NAME] or others, they are very helpful and pleasant. I don't talk with [NAME] as much as I'd like to.

Q45. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

n/a

I have no worst experience. I do wish it was possible to return to two regional conferences rather than only one event with a date that has to work for everyone.

N/A

Same conference was overall poorly planned and executed without any obvious goal for sessions or the conference as a whole.

We were selected as one of the pilot states for the collaboration with NASA but I was given no concrete direction regarding expectations or next steps. It felt like an arbitrary collaboration.

none

I have not had any bad experiences with agencies staff.

None

ED staff is always pleasant and professional.

I do not have an experience to address this item.

N/A

N/A

None

There have never been any negative customer service experiences. Quite the contrary - all experiences have been extremely positive.

none

Challenges accessing the website.

None

I have not had any bad customer service experiences with DOE staff.

Don't have one.

N/A

None

My least favorite part is always receiving the phone calls and emails while I am trying to submit the APRs. The staff is doing its job, but I always dislike that they have to remind me on a weekly or daily basis. :-)

Q51. Finally, please describe how ED can improve its service to you.

Provide a non-regulatory guidance document for Title IIB funds

Perhaps a quarterly program call for all State Coordinators. But that is not to say the OESE Staff are coming up short in any way for this program.

I would like for SEAs to be able to search for upcoming grant information to read and prepare. The window of time to write/submit grant proposals is short when the partners/writers are not yet in place. The shortened timeframe also makes it difficult to complete a meaningful needs assessment.

The program managers could actually make an effort to personally contact the state reps and build some kind of rapport. At this point I don't even know who my program manager is, what they do, or when I should contact them. In fact, OESE figures only tangentially in my administration of my state's grant due to lack of outreach, training, and effort.

Promptness in responding. Some program officers don't respond despite repeated attempts. Additionally the responses don't always answer the question asked.

Satisfied. please continue to provide formula grants to states to help them do the work needed to accomplish education reform

no requests at this time!

No suggestions at this time.

New MSP manager orientation.

I would like to see the DOE provide more support for new MSP Program Directors - / / I feel it is important for DOE to require that the MSP Program Directors are Math, Science or STEM directors at the SEA rather than folks who oversee multiple Title programs. It would help to increase the fidelity of implementation throughout states and ensure the math, science and STEM focus is lead by content experts. / / Provide ways in which Program Directors from different states can connect and collaborate. / / Create work groups of MSP Directors, that focus on improving aspects of the MSP program.

By sharing best practices on a more frequent basis and promoting collaboration between the states.

No suggestions

No suggestions at this time. We have always been provided prompt and responsive service. Thank you!

I would like more time allotted to individualized conversations by state, but I know that there are only so many hours in a day. The webinars are helpful and it's nice to hear familiar voices, but sometimes I feel uncomfortable bringing up a topic with 50 people listening. If I am restricted in initiating communication with my program officer, it is difficult to get questions answered when necessary. Even if it's a short chat quarterly, that would lessen the feeling of being out of touch.

CUSTOM QUESTIONS

Q7. Do you have suggestions for improving the annual performance report process? (Open-ended)

No, because throughout the process we are given an opportunity to provide feedback and serve on working committees to make/review improvements. Webinars are made to discuss ongoing improvements and changes. The APR has only gotten better over time. I am very pleased with our current report and reporting process.

new clarification documents were helpful. automated checks in the APR itself regarding numbers and the numbers matching within each section.

moving from one website into another and back again when managing the APRs is confusing at times

Depending on the size of the district(s) and the number of teacher participants, it is difficult for some grantees to complete the reports within time frame/deadline provided because of the timing of the release student achievement data to local LEAs.

Improvements were addressed with the recent clarification/tips related to how to report participant numbers.

I appreciate the changes they have implemented recently.

Not sure if there is an easier way to skip around sections, but that would be nice.

no

Q9. What can OESE do in the next year to support the states more effectively? (Open-ended)

Stay the course. Abt Associates has been so supportive and so responsive. I can't say enough about their staff and OESE staff [NAME]. I enjoy working with them and appreciate the support they give. The annual conference is also vital to our success. We get a lot of information from webinars and emails, but the face-to-face learning that happens over days of being focused on the work is important.

Please continue the relationship with Abt. Associates. The MSP support is strong because staffing at Abt has been stable and support personnel are known by state staff.

Do some kind of outreach. One poorly planned and executed conference per year is ridiculous. No idea who my program officer is or what they actually do. No one at OESE seems to have even the faintest clue what the realities on the ground are in my state.

When communicating with the contractor, a different person responds each time. Consequently different responses are provided or you have to explain the issue repeatedly to each new person. Perhaps assigning a single point of contact for each state (with backup contacts)

Please continue to provide formula grants to states to enable them to do education reform work

No suggestions.

Train applicants in the use the system

See previous comments.

Promote program best practices.

No suggestion

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.

NONE

Q22. Please describe how we could better use technology to deliver its services.

NONE

Seriously, the forms were very hard to find in the first place, then when downloaded, I couldn't just add the information in. I had to 'save as' insert the information, then I could only email them back. For districts with high federal children rates, this is a freaking nightmare. When I went to the online part to add in the federal lease numbers, mine were never there as an option. It wouldn't add them in correctly & I gave up on that part all together. Seriously it takes over a month to get the information from the leased land, then another few weeks to match up the students with their parents working at the different sites, then get signatures from the HR, then the uploading process to the site is impossible so I end up emailing it all scanned. It is money we qualify for - and the process is just so daunting and time consuming, a small school district would give up. I am dedicated to this grant

program - as an employee of a medium district & I seriously cringe thinking about getting it done as it is just NOT user friendly computer wise. Your staff however, was very patient & nice.

Q25. What reporting system do you use for reporting accountability data? (Other specify)

CCIP

Unsure (use G5 website)

G5

SISK12

EMAIL

EPIMS

States testing data - secured reports

Eis

G5

G5

email

Q44. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Title VIII people always very helpful and polite

They worked with us on a District waiver and were super.

Notifications sent by EDEN OIE for application due dates.

Regional trainings for implementing the ePlan system.

Clarity of responses really helps refine our work

Experience with technical webinars concerning grant programs.

Phone calls for clarification purposes

Communication with the Office of Impact Aid when phone calls or emails were responded to in the stated goal of 24 hours.

NONE

N/A

They were very nice when they called to ask & understand what I had submitted.

The help desk has been helpful when completing the application process.

[NAME] was very helpful in submitting our Impact Aid application last January.

They are always very helpful with questions that we have

The support desk is always very helpful and nice when dealing with password issues.

Help with submitting the application.

Phone call with representative in the federal impact aid office. Answered my question in a professional and easily understandable manner.

NA

Immediate response to questions when contacted

Presence and presentations at the NAFIS Conferences keep me well informed and up-to-date

NA

Did not need customer service in the past 12 months

email correspondence to resolve issues.

[NAME] and [NAME] have been awesome to work with in resolving issues. You couldn't find more knowledgeable and competent individuals

Q45. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Lack of information about program payments (cuts, deferrals, timing of payments) as a result of Federal funding problems

NA

Takes several weeks to get responses to emails.

Personnel: Not knowing who to call for information for our application, so emailed ed.gov and received a response from a name I was not familiar with.

Various webinars that experienced significant technical difficulties.

Timeliness... Have had to wait weeks and ask again for responses (sometimes, not most of the time)

Called in to request information and was told that they didn't have an answer to my question, nor did they follow-up later with a response.

1. When months go by without a response or communication related to specific questions regardless of consistent requests. / 2. When the rules/guidelines change in the audit process, not prior to taking a survey for Impact Aid

NONE

N/A

The web - online forms, submissions etc....freaking nightmare.

I haven't had any bad experiences with customer service.

Don't have a worst experience however, navigating the G5 website is overwhelming to new users trying to complete required submissions.

Not exactly sure what this survey is even for. Very unclear.

Having to submit documentation numerous times when misplaced.

None

NA

n/a

I had difficulty reaching anyone to speak with directly about a materials required for a desk audit. I am still unsure of the audit's status.

NA

Did not need customer service in the past 12 months

Trying to make contact by telephone and getting messages that say the office is closed today.

Initial contact staff could be more informed when individuals are not available. / Leaving a voice message when the Impact Aid office is not available is daunting - I don't leave one as I'm afraid that it will go into this 'black hole'.

Q51. Finally, please describe how ED can improve its service to you.

Don't leave us hanging when there are significant delays or cuts expected in payments - we have difficulty in budgeting when there are unforeseen substantial deferrals of calculated grants which account for as much as 40% of our annual budgets.

We work with our state department so we do not have as much contact at the federal level. But when we do contact the department they are very helpful.

Staff in the Impact Aid office needs to be more responsive and provide detailed data on funding upon request.

Being new to my position, I am not sure how to improve service. / The webinars were valuable but I did not know personnel and programs covered to know who or how to contact for instructions and questions I had for applications, even though I used the 877 number and generic email. I did receive emails from the generic ed.gov email address but answers were vague by email. I had a specific problem and did not get guidance via email even when I asked for something in writing to explain to my committee, which I had discussed via telephone and was told there was an answer.

Having more regional consultants rather than concentrating most of the assistance in Nashville would be helpful. website could be easier to maneuver

Unknown at this time.

Fewer webinars

Identify the change in practice that is going to happen and why it is happening. Take comments on the change. Provide a timeline for the change to occur, then implement the change. / / Do Not implement the change, penalize the school district during an audit by removing counted students and indicate that it is allowed by the Office changing their interpretation.

NONE

Cannot comment at this time

Staff was very nice & helpful.

I am satisfied with the service--the issues with changing passwords have been corrected.

Clarify more what these are for.

NA

More timely desk audit feedback.

NA

I think they are doing a fine job.

Not sure, maybe a better directory of contacts and email addresses.

We can't afford to attend the big meeting to get information. Maybe those could be recorded for us out in rural America.

CUSTOM QUESTIONS

Q12. Please explain. (Open end)

It has taken weeks and months to get answers to simple questions. We are still waiting to complete audits from 2010!!

Q14. Please explain. (Open end)

Requested data was submitted in May as per field review instructions. Had no response until late September; at that time, additional information was requested. Then due to the government shutdown (yes, I realize this was not the Impact Aid office's fault), there was another lengthy delay in responding to the questions I had on the additional documentation that was requested. This all resulted in a funding delay for the school district.

I am not sure of the review or monitoring question. Since I was new to this position in August of last year, I did not receive any information on a review or monitoring. My predecessor may have received review or monitoring information as I did have to supply documentation in December for review for our IPP.

Exit interview was helpful, but after more than 6 weeks we still have not received a report of the review.

We recently received the request, so no feedback yet.

Personnel are always out of the office. They will not respond to emails or calls. They always pass it on to another department!

Not contacted

I haven't been selected for a review since March 2013. I am satisfied with the outcome and the time frame with the review.

Not applicable

We have still not received feedback on the review.

Did not have a review

The only time I received acknowledgements of my responses/submissions was when I requested a reply to acknowledge that they had been received.

Q17. Please provide any additional specific suggestions for how the Impact Aid Program can improve customer service. (Open end))

Maybe email a list of staff with area responsibilities, phone numbers and email addresses that are connected to each school for ease of reaching personnel. Being new to the programs, my connections were by 877 number and generic email connection.

As stated earlier, respond in a timely fashion to communication. Tell us what you are going to do, when and why. THEN do it, not provide a surprise during the audit.

The forms for submitting information from several mines just don't work at all. For the size of the program and staff, I feel like any issues that I have had have been resolved in a very timely manner.

The staff member I was able to resolve it with was [NAME] and she was especially helpful.

I am still in limbo with our desk audit. It would be difficult to comment on an improvement suggestion until this is resolved.

N/A

A better directory of who to contact and their contact information.

Payments for Federal Property (Section 8002)

CORE QUESTIONS

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

N/A

Q22. Please describe how we could better use technology to deliver its services.

I am not a technology person so I don't know how to make it better - It is not always easy to find where you want to go or to get the correct answers - I do not like to wait for someone to call me back!

Q25. What reporting system do you use for reporting accountability data? (Other specify)

NSSRS

G-5

not sure

G5

G5

G5

Impact Aid System

www.G5.gov

[NAME]

Q44. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

We were working on Impact Aid and the staff there is very helpful and knowledgeable. staff within the Title VII office addressing technical issues

Have not had any customer service experience in the last 12 months

I needed to make a budget revision; the revision forms were sent to me within a very short time and the revision was completed and approved.

N/A

Called to get an update on payment information. My request was handled promptly and correctly by [NAME] .

The ability to work with [NAME] to resolve any issues that arise.

Every time I call for assistance, everyone is eager to help.

email updates from department

Phone call to help clarify information was good, like talking to a live person, not a machine.

After someone else left the organization, I was charged with submitting the Impact Aid application (Section 8002) which was due in less than one week. I was worried about getting it submitted on time because I had never prepared that application before. I called [NAME] at the Education department and he immediately allayed my fears. He worked with me step by step to ensure I filed a properly completed application on time. His attention allowed me to learn about the process quickly so I can complete this task easily in future years.

Always helpful and friendly.

I HAVE WORKED WITH [NAME] AND SHE IS WONDERFUL AT HELPING US WITH THE APPLICATION. ANY QUESTION WE ASK SHE ANSWERS AND IF AT THE TIME SHE DOES NOT KNOW IT SHE FINDS OUT FOR US.

The best experience has been with the staff [NAME] in helping with the school district's Impact Aid issues and payments.

All of the interactions I have ever had with customer service have been "over the top"!

They were able to walk me through the process and were very patient with me and explained everything so that I fully understood it.

Courteous and friendly when called and asked questions

When I was submitting my last Section 8002 Impact Aid Application, I was having difficulty with the property drop down screens. The US Department of Education staff walked me through the process.

Q45. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

The numerous calls I have had with the Impact Aid office regarding questions/concerns. Over six months, and still no resolution...

None

N/A

If you are able to contact someone and not put on hold, everyone is very helpful.

None.

Dealing with [NAME].

none

N/A

Took a while to get to the right person that knew what I needed.

During the Fall 2013 sequestration, no one was available at the State Education Dept. to speak to answer questions about Aid for Federally Impacted Schools

[NAME] is not transparent and as a result does not carry much credibility with LEAs in the Impact Aid program. His lack of proactive transparency creates issues when laws change as the interpretation is surprising to LEAs. His proactive involvement (transparency) would go a long way in improving relationships, trust, and credibility.

Never had a bad experience.

NONE

none

None

None

none

I have always found the US Department of Education staff to be very helpful when I call, so I do not have a bad customer service experience to report.

Q51. Finally, please describe how ED can improve its service to you.

OESE is doing just fine. No improvement is necessary.

OESE provide great services and I cannot think of anything they need to change.

N/A

We have informally appealed the decision of some of the staff regarding student eligibility for Impact Aid funding and have not been satisfied with the result of the appeal. It seems the Impact Aid program staff is becoming less user friendly and instead is developing an attitude of making student eligibility identification much more difficult than is necessary and as a result students that are obviously eligible cannot be counted or are refused to be determined as eligible.

They are all great.

Have more consistent payment times. Website application is good.

Give clear guidance as to who our go to people are.

Make them more accessible to reach by phone.

Retain qualified and knowledgeable staff, and stress the importance of customer service with any new staff.

I do not have any useful suggestions.

CUSTOM QUESTIONS

Q10. What additional communications would you like to receive regarding the status of your application, prior to receiving a payment? (Open end)

We have been working for over six months to clarify whether or not our District qualifies for funding. We continue to get the "run around", have had to resubmit the same information numerous times, and are then told that they need to confer with their attorneys.

n/a

No

none

Updates on when payment will be made-inconsistent payment dates.

[NAME] provided excellent support during the most recent application. He is very knowledgeable. I was especially impressed that he remembered conversations he had with my predecessor and had a strong knowledge and understanding of our school district and surrounding area. He knew which federally owned properties are in our district and where they are located. He also knew that we had issues with getting information from the town's assessor and gave me tips on how to work around that issue. I have never been so impressed with customer service from any other organization or person.

It would be nice to know when we can expect payments. Sometimes I call and I get an answer.

None.

I would like to be notified as to when we will be receiving this payment prior to receiving it, so we can play accordingly. Also, when I receive this notification as to when I am going to be receiving this payment, I expect to receive the payment when I was told I would.

Race to the Top (EARLY LEARNING CHALLENGE FUND)

CORE QUESTIONS

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

Q22. Please describe how we could better use technology to deliver its services.

Social media, more Google-like search functionality on the website, serve as a digital clearinghouse of best practices from other grants

Increase use of technology to link grantee sites for information sharing, lessons learned, etc... hard to know what other sites are doing-- sure we could benefit!

Q25. What reporting system do you use for reporting accountability data? (Other specify)

GRADS360

Grads360

GRADS 360

GRADS

GRADS 360

GRADS

GRADS 360

GRADS 360

GRADS360

GRADS360

GRADS

GRADS360

GRADS

GRADS 360

GRADS

Q44. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Amazingly prompt response (even after hours) to TA questions.

Our desk monitoring experience was very good--our officer greatly minimized the extent to which we needed to walk her through our documentation. She really required very little from us other than what we had already provided, which was wonderful!

We have appreciated the prompt, supportive and complete responses we receive upon request.

We have found our project officers to be incredibly supportive and helpful. They consistently respond immediately when we ask questions, or make requests.

Demonstrated understanding of CA's approach and ability to ask pertinent and probing questions.

The eager and quick response to connect states to and support requested technical assistance.

Our federal program officer from DOE is [NAME] who is incredibly supportive and knowledgeable. We could not ask for a more positive experience.

The staff has been very clear and helpful with setting up procedures for compliance.

Timely feedback on requests for information from grant officer + timely feedback on 2013 Annual Progress Report. Very helpful, informed planning next steps here.

Our program officer is very helpful and responsive to questions. When he is unable to answer our question directly, he seeks other resources to help us out. He strives to keep us up to date on new events, issues and requirements and is always available for questions.

Responsiveness and flexibility

We have had consistently great customer service from [NAME].

Monthly calls with project officers.

Clear guidance, ongoing communication and assistance in overcoming obstacles our state may face

Great follow up to questions on monthly calls and interest in promoting work in our state.

Q45. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Receiving the agenda for a monitoring phone call a day before the call instead of a week before, leaving very little time to prepare sufficiently.

Honestly, I haven't had any bad customer service experiences in the past 12 months. The Grads360 software is a bit clunky, but that's the contractor, not the federal officers. In fact, our officer has frequently helped us to get past some of the Grads360 hurdles.

Technological issues have come up when updating monthly project plans in GRADS

none

none

The amount of time that it has taken (over a month) to receive legal feedback for a requested budget amendment.

I have not had any experience which has been negative.

Most of our interaction involves compliance with the grant, very little about substance, advice on content and strategy etc.

none

The GRADS system is difficult to use and doesn't save changes consistently. Although the help provided is always very responsive, the issues continued for an extensive period of time.

N/A

none

No training offered on Edgar and other federal regulations and guidance pertaining to the grant

I have not experience any negative customer service by any US DOE staff

Have had limited success with the SST assigned to our state.

Q51. Finally, please describe how ED can improve its service to you.

Make more information available on the website. Serve as a clearinghouse of lessons learned and best practices from other grantees, and make those lessons learned available on the website.

Continue to work closely with HHS and share resources across departments and programs!

Nothing comes to mind.

Providing an overview of resources that are public domain to ease the research efforts states have to undertake when designing, developing and launching quality initiatives.

The services cannot be improved. We are very grateful for the support.

The personal technical assistance of have received from our federal officer has exceeded our expectation. The technical difficulties we have experienced with the GRADS system has been difficult and time consuming. Additionally, the current monitoring of SOWs at a task level seems to focus more on the completion of individual tasks versus over goals and big picture. This can sometimes make grantees feel like we are tasks masters without really looking ahead to determine the quality of the end product.

Maintain level of quality

The services received by the staff have been wonderful. The reporting system (GRADS 360) may need some improvement to become more user friendly but we can still provide our reports on a timely manner.

CUSTOM QUESTIONS

Q6. What could the RTT-ELC team do to improve the structure or format of technical assistance? (Open end)

Definitely keep the national, in-person meeting. We'd also love to have our federal officers come visit our state to meet more of the people involved in our work and see what we are up to first-hand. / / It would be great if all TA resources that are developed for Head Start and/or child care could be made equally available to state-funded Pre-K programs. Also, coordination between RTT-ELC and MIECHV would be great. They are now quite separate, but we are working to build a full continuum of services in our state and would like to see more connectivity among these efforts at the federal level.

WE are satisfied with the TA we have received from the RTT-ELC team

We're a new addition to the RTT-ELC states. We haven't use a technical assistance contact yet, but have worked closely with our Project Officers.

Have found them to be very responsive. No suggested changes.

Having input on the areas of interest or focus for the monthly technical assistance call. Having this information, will be very helpful to ensure that the appropriate team members are participating in the call. This will also free up the time for staff that are not needed for the monthly call.

There are no suggested improvements. We are deeply appreciative of the support we are receiving!

Hard to tell, we are still in the early stages of ramping up our grant activities.

Monthly calls are very helpful. Structured calls ensure that we hit all the various projects and keep grant officer(s) informed of progress in implementation. When challenges we face are raised, we always get helpful feedback and info that is useful in reply.

Again, the staff we have worked with have been exceptional.

Emphasize the "technical" and less the policy aspect of the assistance

Make options more apparent. Widen the network available to us.

The TA system seems confusing for our team, perhaps it would take us more interactions with our contact person to understand how they can support us in different implementation areas of our grant.

Give grantees an option to choose SST based on relevant experience and match with state needs.

Q7. How frequently would you like to have in-person meetings, webinars, or other means of technical assistance? (Open end)

In-person meetings 2x year, with one meeting for role alike meetings (e.g. just TQRIS Directors, just ELC Project Directors, just ELC CIOs or COOs) to allow time to learn from other states/people in the same position / Webinars monthly or quarterly

Annual in-person meetings seem right. Webinars should be on an as-needed basis, as they have been. The intensity of TA has seemed about right.

Once a month works well

I think that the monthly check ins work well. We found the content of the in person meeting to be very relevant and useful. I like that we're not bombarded by webinars, etc., as time is in short supply. Would have appreciated an annual in-person visit by our project monitor. Do appreciate the opportunity to had in-person TA visits; would like those quarterly.

At least quarterly.

We do have monthly scheduled conference calls with our federal program officer. When questions arise, however, [NAME] is very willing to communicate with us by phone or email as soon as her schedule permits which is often within a day. We appreciated the in-person RTT-ELC meeting in Bethesda and feel there is no substitute for meeting someone in person and having face-to-face dialogue.

Once a month.

Annual meeting of grantees is great --- monthly calls with grant officer seem sufficient. We know we can contact him periodically when we need specific guidance or information. Very responsive. Current schedule seems about right.

Not more than monthly

Too soon to say.

Quarterly

annual in-person meetings are sufficient. Other TA and webinars are dependent on specific needs.

Indian Education Formula Grants to Local Education Agencies

CORE QUESTIONS

Q22. Please describe how we could better use technology to deliver its services.

By simplifying the registration and signing on for the webinar

Q44. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

The technical assistance people have been very patient, kind, knowledgeable and helpful.

The technical assistance staff is always helpful and friendly.

It is hard to point out just one incident because whenever I have had serious issues the staff has responded to me right away with a solution.

I needed to obtain a new Password for the system. I was able to call and reach a representative promptly. They were able to assist me very quickly, so that I could proceed with accessing the website, and completing my grant application.

Turnaround time for budget modification was relatively quick, but we needed to send a follow-up query to receive the approval.

Called with a question, and got an immediate answer.

[NAME] with Impact Aid was extremely helpful.

The staff was very prompt in returning phone calls or emails requesting assistance. I also like the streamlined application process. It makes it easier to fill out the application properly.

NA

[NAME] was excellent in responding via email to my questions. He was prompt and clear in the answer [NAME] has also been helpful in answering my questions or helping my Indian Education program, however, his responses often come via phone call rather than email. This is ok, unless I need to provide documentation to my school district administrators of instructions or approvals given by OIE.

Prompt and helpful guidance on completing necessary modifications to the application.

I haven't had any interaction with the US Dept. of Ed. I have only been in my position for 1 month.

The best customer service I've experienced was when I couldn't a section that I needed to fill online so I called customer service to help get my application.

n/a

Phone calls returned promptly, if not answered immediately.

Speaking with EDEN and receiving step-by-step instructions. The EDEN group was always helpful and didn't mind how many times I called and needed help.

Phone call was directly accepted and received an answer immediately from a knowledgeable person.

Had a question dealing with log-in and password. Answered immediately with an email

[NAME] walking me through the Parent Form for the 3rd time -- I kept missing one box on the form to check. She was so kind in helping me get it uploaded correctly.

Q45. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Perhaps at times they forget school districts are in the trenches with limited time and knowledge when completing applications. We make mistakes. We are trying to get better. I realize sometimes everyone has a tough day and the "helpfulness" is not as great as on other days. However, overall they are doing a great job!

None

None!

I did not have a bad experience during the past 12 months.

In an email I asked my program officer a grant question, he took the liberty of copying local parent committee members on his response. Committee members mistook my question as a personal attack when I was merely trying to get clarity on legislation which is my job. I felt like this undermined, instead of supported, the LEA. Sorry

I had to reload a PDF and resubmit it.

None to date.

none, I understand that everyone is understaffed and overworked and that I may not get a response immediately, but it does arrive in a timely manner.

NA

My worst customer service experience has not come in the last 12 months mainly because I refuse to seek information from this person. [NAME] was rude to me when I first took the position of Indian Education Director. She was a bit condescending and tried to tell me what our school district SHOULD be doing. As I have gained knowledge about our Title VII grant, it is clear to me she is out of touch with what is actually happening in schools and what our Indian students need.

None

I haven't had any interaction with the US Dept. of Ed. I have only been in my position for 1 month.

My worst customer service experience I would say none but just some technical problems.

n/a

Have not had a bad experience.

Talking to my grant supervisor who didn't believe Alaska is considered part of the North American continent.

Unable to get through on the phone and have my call received and question answered.

N/A

Not had one other than getting this survey -- had 2 phone calls to fill out this survey but never had the survey to fill out - soooooo

Q51. Finally, please describe how ED can improve its service to you.

Because your technology use is getting better, I can only think that it would help if someone who lives out West, like I do, could talk to someone who works on the East coast that is easier to understand - the accents often leave me with constantly asking, "What did you say?", "Could you repeat that?", or "Could you say that nice and slow?"

Overall I am satisfied with the services. Ongoing online trainings periodically during the school year may be helpful.

I have no complaints!

I have been the individual responsible for completing the Indian Education Formula Grant for our school for many years. I have seen it go from a paper handwritten/ typewritten process to the online application now used. Also from a process of including cumbersome data. Over the years, the process has become more streamlined, but there were still some problems in recent years with receiving "Error Messages" when attempting to submit certain

types of data. / / I was very pleasantly surprised during the 2014 application process. It went much more smoothly than in the past. I did not encounter any of the frustrating "Error Messages" as in previous years. The process was quick, and greatly simplified. From the desk of a very busy school administrator, thank you so much for the improvements made in the completion of this grant! / / Sincerely, / [NAME]/ [NAME]/ [NAME]

Be fair.

None at this time.

I think OESE already does a fine job. Since we are an urban school district with .3 percent of students Native American, it would nice to have webinars with promising practices not just for programs on reservations or with high numbers of Native students, but also for those of us who are in urban school districts as in San Diego Unified School District who are comprised of several different tribes across the USA.

OIE needs to provide Indian Education programs with documentation, letters, emails, etc - something in writing - that we can give our school administration as proof that OIE has communicated these answers to us. An example is the 506 form. I have asked for a sample 506 form done correctly along with a letter stating that this is what a correct 506 form should look like. Another example is travel. OIE needs to provide a letter to directors that indicates they mandate for us to attend the technical training they have only once a year. / / I love the technology we use for our grant application! keep it up and keep using it! / / in general, OIE is doing a decent job with their technology. It's the people or the staff of OIE that are making things difficult. e4

I am very pleased with the continuous improvement in services and technological tools. Thank you.

I will provide better data next time.

n/a

Overall, the services and personnel have been exceptional. The only down side is having a grant supervisor who is lacking in geographical knowledge.

Availability. Keep correspondence relevant and uncluttered with basic information in a step by step fashion. I am satisfied.

Very nice to deal with, can always count on them to call back quickly or email quickly / / My problem is - I know my password will always be wrong and I will have to have help fixing it but they always have patience with me.

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)

You ask for information and to do monitoring in the summer months when the Director of Indian Education, like the students and most other adults are gone, is gone (schools are in service 9 months of the year). It would help to do the monitoring and asking for documents during the fall.

NA

Our school/district has never been monitored.

The monitoring was effective and helpful.

No

Not applicable.

n/a

My monitoring visit was very helpful in trouble shooting some major areas of concern. [NAME] in particular answered many of my questions and concerns.

Sorry I cannot provide more information for you.

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)

Keep up the good work!

I do not have a suggestion on this at this time.

Be more specific in how we can support students, parents and staff with the funds provided.

Cannot think of anything. Appreciate the improvements made to the system.

Send budget revisions without the need for follow-up calls. Be supportive of both parent committee and LEA needs equally. We all do this work to help our children. Please be supportive of the local process.

No improvement at this time.

Provide ideas of promising practices for implementing educational programs for Native students. I would like to know what other districts are doing to assist Native students.

1) provide written documentation to questions we have or to support travel efforts for training / 2) provide training to their staff on what it's like to be in schools now. some of the OIE staff seem out of touch with whets going on in schools today and what our students are like / 3) it would be great to have a title VII only meeting or conference where only title vii directors from across the country could get together to help problem solve and brainstorm. I learn a lot from other Indian Education directors.

Continue with your ongoing efforts to respond to our needs. This is the best service we receive from any department in ED.gov.

Sorry I cannot provide more information for you.

n/a

better communication of information and deadlines.

Doing a great job!

I would love to see an online manual of the program -- I don't feel I have enough information. Also include more information about allowances of expenditures - would help cut down on phone calls?

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.

More collaboration between ELL programs and Special Ed.

Q22. Please describe how we could better use technology to deliver its services.

OME currently holds webinars, but they could be more interactive.

I have signed up for listserv several times and cannot get consistent messages. Some are very important and they have to be forwarded to me.

More interaction with participants. Allow participants time to talk.

Q25. What reporting system do you use for reporting accountability data? (Other specify)

MSIX

Q44. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Face to face meetings

Contact with our Project Officer is always quick and with helpful answers.

None to report

Quarterly phone conferences with my program liaison. This has been very helpful in keeping in touch with my state.

I like the biannual conference calls.

My state has been assigned an excellent program specialist. Every time I call and she is not there, she calls me back very quickly. She also responds very quickly by email. Her answers are very thorough and helpful.

Revising the Migrant Education section of the State Consolidated Plan.

They are just always helpful and friendly. I never hesitate to call.

There were some additional questions for clarification posed by the OME staff about our annual CSPR. I emailed someone in that office and we established a conference call to discuss what was needed. I was able to provide the additional clarifying information quickly and the report was accepted. Another incident involved a letter from our budget/finance department to the OME staff which incorrectly referenced another federal grant. In a matter of moments we were able to resolve the issue.

Working with OME staff during the CSPR submission process. [NAME] and [NAME] G. were quick and responsive.

Our state was having some data submission concerns in meeting the deadlines for EDEN/CSPR. The staff at OME was very supportive, helpful, and understanding of my concerns.

Our states contact has been very helpful in answering questions in a timely fashion.

Staff is always responsive. Good annual meeting.

Information received by the OME Director at a meeting in Washington DC

I have had phone conferences and calls from [NAME], [NAME] and [NAME] and they have been excellent in responding back, giving clear information and sharing information!

OME's Director presentation at several conferences and meetings.

Directors meeting

[NAME] and [NAME] have given us specific guidance and one on one assistance numerous times as we have reimagined the migrant program.

Getting a response from a question that came up during a quarterly phone visit.

The personal calls and visits with my program officer at the ADM have been a joy. She is totally committed to assisting me and my program in providing quality services to our grantees and children.

MSIX, Migrant Education Officers' quick and helpful responses

responses and receptiveness of Program Officer

Excellent document was provided for guidance on developing information on quality control in reported data on migrant education program services needed for CSPR. It was very clear and specific and saved those completing it a lot of time and the end product was much better because of this.

Program Office was very willing to answer questions and clarify concerns.

I emailed a question concerning allowable use of funds and received a response rather quickly.

The re-interviewing policy.

Interacting with program staff to coordinate reporting on CSPR

I asked my program officer a question that was not under her responsibilities and within minutes I was copied on an email to her colleague regarding my question and then within the same day I received another email from the colleague with all of the information I needed in a very nice and professional manner. What else can I ask for? I ask a question and it gets resolved within one day in a professional and cordial manner.

New program officer is very responsive to our needs.

Called. Someone answered. received answer to my request.

Instructional materials for CSPR reporting (tools and webinar)

As the new State Coordinator of the Migrant Education Program, my point person at USDOE initiated contact with me and provided background and technical assistance as I begin my work.

Q45. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Trying to get information via e-mail exchanges. It seems like it takes quite a bit of time to get a response. This really isn't a complaint but I am overwhelmed with webinars. I know they are a great way to deliver services and I do not have a better approach to suggest.

No response to carry over issues of some states

Small state webinar which did not address the "real" issues that small funded states are facing.

At times answers to questions are slow when an immediate answer is warranted. Timely responses.

I have not had a worst customer service experience with my new program specialist in the past 12 months.

Waiting for guidance/responses to our questions that pertain to the program

Nothing

There has not been a bad/worst customer service experience during the past 12 months.

Worst is too harsh of a word ... but timeliness of written responses tends to be slow.

Not being able to ask questions about the MSIX changes at the directors meeting in DC.

Cannot identify an experience that was bad.

I haven't had one.

None. Customer service from OME is excellent.

My program officer is very responsive. However, when questions are more substantive, it can take weeks, if not months, to get an answer.

None

N/A

NA

use of website

I have not had any experiences that were unsatisfactory. The MEP staff is always responsive in a professional manner and their follow-through is excellent.

Did not receive grantee survey when initially stated.

The worst customer service was for staff to enforce the implementation of program activities that were not delineated in the law.

N/A

N/A

Has taken months to receive clarification on a question that my state had.

Not knowing who to call with questions.

N/A

N.A.

Q51. Finally, please describe how ED can improve its service to you.

Grants.gov is a concern for me. I still hear of someone saying they thought they had done what they needed to submit a grant but it didn't happen. I know everything is electronic but not sure if the process for submitting is clear enough. I wonder if a list of who is eligible to submit a grant from your state could be publicized? Perhaps it already is but not sure where.

Streamline commenting procedures for regulatory changes sought. / / Ensure conflict of interest clauses are being met for awarding of grants and contracts.

Listen to the needs of the states and streamline expectations of small states vs. large funded states.

I would suggest more technical assistance directed at states with lower migrant populations.

Quarterly phone calls among regions, although this already exists in certain programs. Sometimes more visibility would be nice -but this is not always possible as they all have jobs to do and can't be available to states all the time.

I understand the need to check with other departments and have a well thought out response to questions from the field, but a decreased response time for guidance questions would be greatly appreciated.

More collaboration with other Title programs. This is a small program in my state but it requires more staff time etc than other federal programs without clear benefit to kids.

No comment necessary at this time

There is a real need to advocate for a new Reauthorization or a way to bring equality to the funding coming to states.

Continue to provide the quality of services they currently provide.

The guidance is often vague at times. The more concrete assistance with examples would be very helpful.

Provide monthly emails that highlight something in the website.

The Office of Migrant Education is painfully understaffed. Many times I feel that they are unable to serve the grantees a timely fashion because they have so many responsibilities and such a small staff. Provide more clearly guidance and technical assistance to meet each state's need. The migrant officers are wonderful to work with and very responsive to the questions both emails and phone calls. I wish they have more time to assist us. I think they're bombarded with other tasks as well.

Release annual allocations a bit earlier if at all possible. It is recognized there are many factors involved but having that information earlier would be most helpful in program planning.

Identification and Recruitment case scenarios are extremely beneficial and help ensure our team is signing up ALL the students possible as well as not completing any COEs incorrectly. / / Video tutorials are very useful as well in ID&R and service provision examples. I would recommend more of these.

For some questions would like a more definitive answer to some questions rather than a general response.

When questions are asked providing a more timely answer.

Prompt response to questions.

Interact with us

Use a leveling system for some of the training. For example, categorize materials from basic knowledge (Migrant 101) to advanced learning. Information that provides basic definitions and explanation is great. But it would be good to provide more higher level learning opportunities that cover topics such as information on effective programming, promising practices, implementation/application of law/regulations not just understanding what the law/rule means. Use more concrete examples and/or empirical evidence as part of training and delivering of information. Also, create an easy-to-access and navigate library of training materials, tools, presentations, non-regulatory guidance, policies, etc.

N.A.

CUSTOM QUESTIONS

Q1. How have you received technical assistance during the past year? Please select all that apply.-Other (Please Specify)

Presentations at meetings

On site at national conference

contact at National Conferences

Conference Call

Guidance documents

Q5. Please provide at least one important informational topic that the MEPSTATE Listserv provided to you, and also provide at least one important topic that you would like to see from the MEPSTATE Listserv in the future.

MEPSTATE Listserv provided

Funding information

information relevant to program implementation

information on CIGs

ID&R

Would like to get consistent messages, it's hit-or-miss. With the messages.

Dear Colleague Letters

Priority for Service

Evaluation

revised CSPR I, II document

?

PFS Webinar

changes in OME staff

Allocation Information

data

Program Evaluation

Interstate collaboration, evaluation, Service Delivery Plan and Comprehensive Needs Assessment

Program evaluation

na

MSIX

Technical assistance

grant expiration notices

Program Evaluation for small states

?

out of school youth

current events

Webinar Topics

program evaluation

Directors meeting

Priority for service

CSPR

CNA and PFS

stories from the field and Q & A

Updates

Proposed changes in rule, grant award information, notices of webinars, etc.

Would like to see from the MEPSTATE Listserv

effective practice

continue with supplying us with the most current information

relevance of MSIX timelines

FAQ

Would like to get them.

Teaching Tools for Migrant Teachers

Best Practices for teaching migrant students

CSPR

something more for summer-only states

?

Instructional strategies to use in supplemental settings and for short periods of time. What is working to quickly close learning gaps in the short periods of time we have migrant children in the state?

programmatic specifics

More frequent guidance type information

collaboration with other federal programs

Examples of Promising Practices

Intrastate monitoring best practices and materials

Promising best practices

ID&R forum

Exemplary implementation examples

Recruiting strategies

Informational messages on state director changes during the year

Program implementation for small states

tips for small states/states with small budgets

Allocation Distribution

ID&R case scenarios

?

funding formula

N/A

NA

CSPR

statewide models for MEP

Interstate practices

Small state information

Nothing comes to mind at this time

Best Practices from other States

Q6. Please provide at least one important informational topic that the MIGRANT Listserv provided to you, and also provide at least one important topic that you would like to see from the MIGRANT Listserv in the future.

MIGRANT Listserv provided

effective practice

continue with supplying us with the most current information

relevance of MSIX timelines

FAQ

Would like to get them.

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Recruiting strategies

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tips for small states/states with small budgets

Allocation Distribution

ID&R case scenarios

?

funding formula

N/A

NA

CSPR

statewide models for MEP

Interstate practices

Small state information

Nothing comes to mind at this time

Would like to see from the MIGRANT Listserv

effective practice

continue to keep us updated

relevance of re-interviewing

FAQ

Same as before

teaching tips

best practices

nothing

Priority for Service student services and evaluation of services

?

same

programmatic specifics

Non-Regulatory Guidance topics

more program updates

Examples of Promising Practices

Current Migrant directors and state staff

Information on Reauthorization

Director's forum

Exemplary ideas

recruiting strategies

N/A

How to implement an effective Program for small states

tips for states with small budgets

Best Practices

have not received any MIGRANT listserv items

ID&R suggestions

funding formula

A monthly informational newsletter

see prev answer

--

effective ID&R strategies

interstate practices

Small state information

Nothing comes to mind at this time

Opportunities to interact with other State Coordinators

Q7. What strategies (e.g. frequent pauses for questions, small group phone calls) could the MEP team use to improve the format (e.g. OME-sponsored Director Meetings, emails, listservs, webinars) of its technical assistance? (Open end)

Small groups and more discussions with other directors.

Not sure this fits the question but wondering if OME could provide an updated listing of state program directors beyond the annual list? Since the migrant program does a lot of interstate coordination, director changes would be helpful to know as soon as possible. The Results website may do this but am not sure.

Ability to tolerate questions without condescension or flippancy.

Input from states on the agenda that will be covered. Is it relevant to the work that we do.

Directors meeting not in winter.

pre-submission of questions, polls

conduct a needs assessment to migrant directors or consult with a planning committee

right after lunch is sometimes difficult

Small group phone calls by geographic region (those within specific areas often receive the same type of students or share agribusinesses and crop cycles) and opportunities to collaborate would be increased between those states. Also perhaps group states with regular SY and/or summer-only programs.

[NAME] is very difficult to listen to on a webinar.

Director's Meetings - Continue small group discussion of topics and reporting out of responses. Organize groups by size of states for some discussions on relevant topics. This will allow states with similar sizes and challenges to collaborate and network and brainstorm. Also - if there is a decision that needs to be made by the full group, develop a strategy to capture the outcome where everyone is contributing - not just the vocal few. Include a focus on instructional strategies in the meeting and how to measure that impact. It's nice to get an update from the White House on immigration; however this should not take time away from the instructional focus that needs to be on the agenda. Finally - consider changing the date to a warmer month. Two years in a row now the winter weather has impacted some attendees.

I think that small group phone calls would be beneficial and provide for more discussion. I also think that setting up a blog site for State Directors to submit and answer questions to one another, with OME being able to see the questions and providing assistance.

Small group meetings with the different geographic areas would be nice.

More time, organization for state to state networking at conference

Provide materials with sufficient time to adequately prepare for the webinars.

I believe they already are doing a fantastic job!

Provide information on topic early to allow time to prepare.

none

Facilitating networking between states with similar programs.

At the director meetings I think it would be good to have the grouping of participants by state population size rather than regional for some of the meeting time.

Meetings/webinars organized around/ by the size of states (number of Migrant students) or the states that have similar needs and/or challenges.

site visits with practical assistance to assist small states with small budgets that still have to complete the same accountability as the well funded states

Provide DVD of major content of meetings for use in follow up if you attended but to keep connections with those who cannot attend. Continue emails and more frequent webinars on MEP topics ranked as priority. Embracing technology is cost efficient and time efficient. Having webinars, phone calls, and online materials are great resources that we can send to our team.

Webinars - background noise; small group phone calls are a good idea especially if aligned with similar states Referring statements of program requirements back to the statute and regulations

n/a

more webinars because travel is so expensive; if conferences are planned more combining "job alike" - like the Title I-Title III co-conference for directors

more question and answer times, phone calls with small groups, one on one phone calls

Annual OME sponsored Director meeting, town hall meetings

Continue with the director's workgroup, and be more inclusive on decisions.

Arrange for states of similar size to interact

Incorporate more concrete examples of effective/successful program implementation and application. Create a meeting structure that allows more people to provide feedback. / IDEAS: / o Provide guidelines and rules so participants have an equitable opportunity to comment / o Revisit the idea of having Program Officers at each table during discussion time / o Consider polling participants using "clickers" (clicker technology) to assess everyone's thumbs up/thumbs down response on the topic at hand / o Utilize a written/online Feedback Form (making "name" an optional item) /

Regular webinars on key topics (e.g., screening and identification; programs and services; etc.)

Q8. Please provide at least one technical assistance topic that has been useful to you, and at least one technical assistance topic that you will need in the future, in order to improve the performance of your MEP. (Open End)

ID&R. Help with temporary.

Evaluation and evaluation. This is a topic of continued need as programs document results.

1. Evaluation / 2. Difficult eligibility determinations regarding temporary workers

Advanced notice of when funds will lapse and how much funds are we looking at to drawdown before the deadline has been very helpful. What is needed is a forum for small states to discuss issues that they are faced with that is different from what larger funded states are working with.

Re allocation of funds with reauthorization.

The topic of evaluations has been very useful, and I would like more of the comprehensive needs assessment and the service delivery plan in the future.

Program Evaluation

evaluation for small states / CSPR changes

Evaluations for small states were useful - but some of the questions did need to be addressed further.

?

PFS webinar was helpful; measuring impact of supplemental instructional setting on individual migrant children and then the SEA is needed.

Priority for Services designation for both.

The spreadsheets for comparing data for CSPR accuracy were very helpful. / How better to coordinate our federal funds.

receiving state programming

Identify Promising practices in the delivery of education services to MEP students.

Help with sharing guidance on current best practices for interstate coordination and hold regular state group meetings to invite sharing between neighboring states.

Questions on eligibility

Program evaluation webinars were helpful

MSIX has been useful. One topic for the would be to provide guidance on exemplary ideas that are progressive and serving a variety of students.

Small state topics. Recruiting

The Webinar on CSPR/Eden reporting was very helpful. /

The spreadsheet that [NAME] sent out to states for checking our Migrant data before submitting to EDEN was very helpful to me. I'd like to continue receiving an ongoing support on this data submission process.
toolkits

Evaluation documents were most helpful. Allocation distribution plans endorsed by OME.

The NRGs are very useful, a possible update to the NRGs could be useful as well. Or at least more case studies of ID&R scenarios.

The CNA toolkit was useful and will continue to be useful; as well as ID&R strategies.

re-interviewing / Information regarding Service Delivery Plans, CNA and Evaluation.

none

recruiting clarification / / enrollment of 16/17 year old "border children"

Priority for Services was very useful. I will need more information on how to share data with other education programs including those within the migrant grant (CAMP, HEP).

Small state evaluation

Have been useful topics: Funding information, information on "reasonable, allowable, necessary," PFS, and COS / / Topic need in future: result/impact of new regulations on MSIX and migrant reporting, best practices in all aspects of programming, OME's plan for re-allocating unspent funds

Migrant Education Program MSIX Refresher Webinar

Q9. Please share any comments on how the MEP team can better support your work as a state director. (Open end)

frequent communication

Continue the collaborative supportive climate that presently exists.

Clear and precise guidelines on the supplemental nature of the MEP and how evaluation, service delivery and needs assessment should reflect this aspect of Title 1 Part C. / Clear reasons for why ID and R is not considered a "service" since takes an enormous amount of program funding and effort.

Continue to listen to what states are saying about issues that they are being faced with. Continue to share FAQ questions that come from the states and the answers that go with those questions will help if we are faced with a similar question ourselves.

I'm good

Just continue to support the states on a frequent basis with specific supports

Be responsive to questions timely and follow up with me on all compliance items we have submitted.

They are very helpful

We feel supported when our USED MEP team is allowed to attend national meetings where migrant directors and migrant staff are present. The Migrant Education Program is not always a well-known or well-publicized federal

program. SEAs often do not understand the complexities and challenges of the program. It is of enormous benefit to us when the USED team is present at our meetings.

?>

Continue with webinars and other collaborative opportunities.

I am very pleased with the support the MEP team provides.

Continue with specific non-regulatory guidance on use of funds. Best practices from the field that will increase our impact on migrant youth.

CSPR data collection is out of control. Please look at expectations relative to other federal programs.

No suggestions at this time. The support from OME is excellent.

Advocating for equity in funding.

Currently, I am very satisfied with the support I get from OME.

I would like to have forums where state directors can share best practice, forms, etc with each other. Also ask questions.

I would appreciate opportunities to be connected to other directors.

none

More calls from the program officer. I think the personal telephone calls from program officers are very helpful. It gives me time to discuss the issues that I am having within my state and an opportunity to express any concerns that I may have with things at the federal level also. / More direct participation of OME staff in meetings around the country. I know budgets are limited but there is nothing like having OME staff to participate and work directly with state level folks who rarely get to have that contact.

Create a list of the states that have similar needs to meet annually. This can be done in conjunction with and the ADM meeting in DC. This group can meet on the second day and can be facilitated by an MEP officer, then come up with a few goals to focus with. Then, meet again through webinar on where we are....make this to be an ongoing support. Again, this can be done through each current consortium.

Clarify reporting expectations for states after completion of comprehensive re-interviewing process.

Interstate coordination and communication. More conferences.

Keep informed of reauthorization; funding status; immigration reform and how that will affect migrant; ID&R efforts;

Do not change policies, procedures and program philosophies when staff members leave office positions or change office positions.

I feel they are doing a good job.

keep up the good work - we know how busy you are

when questions are asked receiving a more time response.

You guys are awesome. Keep your spirits high and your enthusiasm genuine. Thanks for everything.

Provide more information and concrete examples on collaboration with other federal and non-federal programs.

Thank you very much for your support and assistance!

High School Equivalency Program (HEP) - Migrant Education

CORE QUESTIONS

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

NA

Q25. What reporting system do you use for reporting accountability data? (Other specify)

G5

G5

PDF email

G5 and Outlook Secure email

APR spread sheet

Access Database

G5

it keeps changing

Excel

G5

hepcampAPR@ed.gov

G5

G5

G5

G5

G5

G5

g5

G5

G5

G5, or email

Excel/OutLook

Q44. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

My emails are always answered promptly!!!

[NAME] is an extremely accessible Program Officer. He is competent and when he is presented with a programmatic question he will respond appropriately and promptly. He is direct and straight.

[NAME], Statistician, Annual Performance Report on-line webinar. He and the rest of the OME team were very patient and explained step by step. Great!!

The webinars that were provided and the group courtesy calls have been very helpful for our program. they are very quick to respond with confirmation to any webinar signed up during the year.

My best experience this past year was with [NAME], who provided technical assistance in completing the annual performance report. He was always easily accessible via email and telephone. His responses were clear and direct and he also was always pleasant. / / Statistician

workshops during OME annual conference

I have had good communication with my program officer acknowledging our inquiry/question. also immediate feedback about when a report has been received has been beneficial.

Submitting APR data to OME was very efficient via email and the Excel sheet utilized to collect data was clear and effective.

webinars

Responsiveness

Having operated a HEP for the last 15 years..the best service experience has been being awarded another five years of funding. I must complement the leadership of [NAME] and her staff in responding to the needs of the whole program. Additionally, the most recent positive experience has been in the review of our data by the new statistician, [NAME]. It was good to see how our program performed in comparison to other similar programs.

Questions on budget revisions have been fully addressed. Assigned Project Officer took information, researched questions and got back to me within 24 hours. Officer was kind, concise and very professional.

We had requested a 3 month no-cost extension on our project. The request was acknowledged the next day and was granted within three days, an amazing quick response rate. [NAME] was spectacular.

In general, DOE staff has provided me with the things I needed.

Staff is always very helpful, no experience stands out.

Staff is always accessible and responds to questions quickly.

In dealing with revised budget questions, OME team was very helpful.

During the grant competition some instructions were not clear. The department answered all our questions in a quick, clear and concise manner.

timely response to questions regarding the annual director's meeting.

The staff has always been courteous and professional in all my dealings with them.

The best is a part of the worst story as well - our program is on "insufficient progress notice" and is to submit monthly progress reports to our PO in DC. When speaking with OME staff, I shared my frustrations at challenges we were having with OME, submitting reports that no one ever responded too and challenges in the field with the new test - Group leader [NAME] HEARD my frustration and implemented monthly phone support as well as adding a section to our annual meeting on the HSE testing process to allow us an opportunity to dialog with the test vendors. It was gratifying to know we were heard and that what we said was acted upon. It can be lonely out here feeling as if you are the only program having challenges - knowing that we were able to help other programs have an opportunity to dialog with OME staff present and listening. /

Webinars that are relevant to our operation.

Conference calls and emails

My program officer [NAME] always returns my phone calls and responds to my emails fairly quickly. this is very helpful to me when I need to know information right away. Thanks!

Professional response to questions as it related to proper usage of funds.

In the explanation regarding Eligibility and about Grantee Budget.

Q45. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

I have never had poor customer service. I think the worst thing was during the shutdown it took longer to get a few questions answered, but that wasn't my program officer's fault. :)

Dealing with Program Officer reassignments.

None.

none

None that I can think of at the present time.

My worst customer service experience this past year has been relative to resolving issues of complaints to OME and an OME site visit. These issues initiated in 2012 and remain unresolved. The OME was receptive to receiving complaints of alleged improper activities at our KY Migrant HEP in 2012, yet disregarded my requests for specific information about the alleged complaints. Moreover, OME was not readily receptive to information that would have refuted such complaints. Furthermore, I've been subjected to extreme stringent scrutiny and contented with a cloud of suspension for two years with no assurances that it will not continue or whether this experience will adversely affect our ability to continuing our HEP program beyond 5 years.

repeated work-shops during conferences

Although the program officer acknowledges our questions, questions have not been necessarily answered in a timely manner.

none

Delay in getting revised budget approved

The worst experience was glitches with various reporting programs. However, these were given the utmost attention by staff and resolved in a timely manner.

Getting on a webinar... It appeared to be a technical problem and it was limited to audio, no visual. Not sure what happened but was able to get the information I needed.

Didn't have a bad experience.

I don't have real bad experiences to report

NA

To date have not had such a scenario.

None

Not applicable

N/A

Can't think of any.

Our worst experience is in the fact that in our first 2 years we have been assigned 4 program officers - which when you are a new program and are struggling the inconsistency of staff is very frustrating. While it is understandable that changes happen, a more consistent staff would have been a benefit. For 6 months we sent in progress reports - never knowing who was reading them or receiving feedback. However - as I said in the best service comment - when this was brought to the attention of [NAME] , she immediately acted to set up monthly check in calls with our new PO, [NAME] .

N/A

the use of forms that are password protected where only a PC can be used, as opposed to a Mac

None

N/A

None.

None

Q51. Finally, please describe how ED can improve its service to you.

Services are excellent.

continue providing updated information in the website

My formal complaint was issued in my response to OME's site visit report. Because of our experience with the OME Reviewers, we continue to maintain that our encounter with them was unprofessional and biased. When conducting an evaluation or investigation, there must be a clear objective way to weigh information equally. However, it appears that the reviewers were attempting to build a case based on disparaging information they had acquired, rather than weighing all of the available information. Therefore, our recommendation is that all OME staff receive training regarding the overall nature and processes of nonprofit entities and learn strategies for conducting an unbiased and equitable assessment and/or investigation. / /

Just keeping us updated with new rules and regulation, and they usually do so very well.

While individual program staff is very friendly, overall the Office of Migrant Education seems less committed to HEP and CAMP programs compared to other OME programs. OME has lost its advocacy/partnership feeling and feels more like a government bureaucracy going through the motions. The timing and location of OME Meetings are inconvenient.

Customer service from OME has not been unsatisfactory. I can't recall off hand any moments that can be improved at this time.

Keep up the good work.

I'm very satisfied

I believe continuing to be attentive to needs of the programs is essential and OESE is available to address any issue in a timely manner. They are good listeners.

In my view, OESE has transition very well to the utilization of technology for APRs and other mediums of communication. Given the shortage of staff, I think OESE has adopted well to be able to provide the T/TA to grantees across the country to ensure that collectively we are responding to the established performance standards. However, I still believe that a greater resource allocation is necessary to provide a reasonable workload to OESE personnel. Often I do wonder how they get so many things done.

n/a

Annual conferences are often repetitive for experienced directors. Who have heard the same information repeatedly over the years.

NA

Provide an opportunity to collaborate with other agencies during our annual directors meeting (e.g. state migrant directors, adult education directors, etc.).

I think they are doing a fine job.

1. New grantees would benefit from DC initiated contact, sometimes you don't know what you need to ask - and having a check in from them would help develop a relationship of success. / 2. A grantee FAQ page - access to it comes with the GAN. A way of sharing or addressing concerns -
Keep us updated and aware of any changes.
improved consistency

They are doing an excellent job. I love the webinars and the follow-up phone calls.

I am satisfied with their quality services.

CUSTOM QUESTIONS

Q7. What additional topics would you like discussed during HEP meetings, webinars, or phone calls to help you implement a high-quality program? (Open end)

All the topics discussed always relate well to issues or need regarding the HEP program.

Presisters

Additional "new director" training on-line webinars during the 1st year would be very helpful.

Impact of new HSE testing on specific programs, meeting GPRA, being renewed.

budget, recruiting strategies,

Curriculum development/implementation / Staff development/best practices / Supplemental materials being used in conjunction with GED books.

I can think of no additional topics, but continuous review of all regulations, policies, standards, etc. relative to the HEP must continue to ensure program efficiency. / /

changes in migrant population and their needs

How definitions of eligible participants are used to implement services across OME.

None.

Sometimes HEP staff may feel isolated and not accepted or included as part of the adult education community. We need to reach out to K-12 and adult schools to be included in their staff development and training opportunities. This partnership should start at the top and trickle down. We are currently searching for common core curriculum training for our HEP instructors and it would be awesome if we could piggy back on the training being offered by adult schools, WIA programs, etc. We are all attempting to improve the lives of migrant and seasonal farm workers..what does it matter if your funds come from department of labor or department of education. Our mission is to serve families to improve their lives through education.

I would like to see successful programs (top tier) share best practices in the areas of recruitment/outreach, instruction, retention, placement, particularly those claiming 90%+ success rate in GPRA 1 (HSE attainment) and GPRA 2 (placement). It could be very instructive for less successful and newer programs, fostering a common goal-extremely successful programs across the country. If this was to be done, I recommend it is done by program design such as commuter, residential, combination. If the idea is not possible, perhaps some grantees' profiles to include best practices would do the trick. In general, I think knowing what works can lessen the learning curve for weaker/newer programs.

more problem solving based on real scenarios, actual individualized troubleshooting.

I'm happy with the current HEP offerings

NA

Continue discussing best practices regarding testing material and instructional staff professional development.

All topics are usually covered...budget, reporting, etc. Perhaps, have a presentation on what successful programs are doing to make them successful. Practices of a Successful Program presentation or perhaps a guide to building a successful program. While we share information with each other, it would be nice to have it in a guide.

Provide an opportunity to collaborate with other agencies during our annual directors meeting (e.g. state migrant directors, adult education directors, etc.).

A topic that I would like to be discussed is following through with what was written in the grant.

For us - more information on having multiple sites, how to retain quality when they aren't under your day to day supervision. / Pairing up with sites of similar service size - many times the highlighted programs are smaller and as a large site we would benefit from hearing how they manage larger numbers of students, sites and outreach. / Enjoy the webinars - but wish you would give us more notice. a 1 week notice isn't enough when you have a full schedule!

Keep us updated on any changes that affect us.

Can't think of anything new.

GED/HiSET/High School Equivalency Diploma curriculums, materials. Sharing of ideas on best practices, recruitment strategies, and curriculum materials.

All the topics were included in meetings and Webinars.

Q8. What could the HEP team do to improve the content of technical assistance? (Open end)

Technical assistance content is great.

Share excerpts from successful proposal submission.

More new director on-line webinars with reporting questions would be great.

Acknowledge that all States are not on a level playing field since the new HSE exams (some have been slower to adopt exam options). Equity is a big issue now.

continue providing phone courtesy calls and webinars.

just be knowledgeable about information being asked about NEW programs in order to get those questions answered quickly and avoid frustration on both ends.

Being more accessible, as well as forthright when questions about complaints are asked. / /

surveys

More specific information regarding general HEP practices and specific GED instruction may be helpful. / Furthermore, perhaps GPRA 1 and 2 measures can be discussed and reconsidered given the new testing format. OME should assess the validity of its measures by reviewing data having a conversation with program directors. The HEP team has been responsive and clear when providing information relevant to the administration of the grant program and services.

More webinars.

Common Core Curriculum...preferably in Spanish but English is fine. Insisting that adult schools offer at least two of the HSE exams in California...paper and pencil and gradually move to computer base.
I think more exposure of successful programs at trainings, etc.

Reference the pertinent EDGAR or OMB Circular citation, but the state actual examples of what that really means, or doesn't mean.

Have new and experienced directors meet and work together in conferences.

NA

Nothing at this time.

The webinars are very effective; especially now that they are offered before a report is due. To improve...continue offering the webinars before reports are due.

Update toolkit and other resources

continue to solicit input from grantees regarding needs

I think it is doing great as it is.

PLEASE when showing samples of something (e.g. budget narrative) have a template available for us to use. It doesn't have to be that exact one - but if the site gives you permission to use it - it would be great to have access or samples of things OME sees as best practices.

It does a good job. Just keep doing it!

Everything is fine.

More information on data and productivity software.

More days in the Annual Directors meetings (3) will be useful.

Q9. What could the HEP team do to improve the structure or format of technical assistance? (Open end)

Sessions should be between 45-75 minutes. No session longer than 90 minutes

Maybe regional meetings instead of state meeting.

Before every webinar provide an outline (by email) of the specific information.

Be able to outline the steps to take in sending out an SOS or awaiting confirmation on information needed to proceed with project details.

I don't believe there is necessarily a structural problem, but an issue of adequate staffing.

it is good already

Webinars are well done - however these really only help new programs.

Maintain a short interval for response time to queries.

More instruction on how to use some of the programs.

Structure and format is fine.

Is working well-it is a matter of content.

have more technical assistance opportunities

Small group work between new and experienced directors
Webinars could be more succinct.

Provide ample notice of upcoming webinars.

The webinar continue to be a good way of providing technical assistance.

N/A

I think it is all great.

See last comment - other improvement - more notice of when they will be happening to make sure we can attend.

See above!

Everything is fine.

N/a

Continuing with the monitoring visits to Programs.

Q10. How frequently would you like to have webinars or other means of technical assistance? (Open end)

I think the webinars offered are great and always timely.

Quarterly

I believe 4 trainings a year would work: Best practices for Recruitment, Budget, Transition, GPRA (APR).

At minimum once per quarter.

every quarter

3 webinars throughout the year would be sufficient

I would like to see webinars being offered at least every 2-3 months. / / Technical assistance to better the reporting of our program information to OME as needed.

Quarterly is adequate.

every other month

current frequency is adequate

The current format is suitable for programmatic needs.

Once a month.

As new information becomes available

Not certain.

I think webinars are a good way to stay connected with the national goals and foment communication. The current timing appears to be adequate to resources at national and local level.

at least once per quarter

not that often.

Quarterly

At least quarterly

At least quarterly, but for sure at least a month before a report is due. This way we can receive the assistance before we turn something in.

Quarterly

As often as necessary to be up to date on program information

Once a month or before any reports are due.

Every other month or so.

Monthly would be great - but realistically 6x a year?

On an as needed basis for things that are relevant to general operations.
once a year

Quarterly or as needed.

Quarterly.

Q11. 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)

I am very pleased with all the support offered by the HEP team!!

OME is doing an incredible job. I always feel very comfortable talking to any of them. THANK YOU FOR YOUR HARD WORK AND DEDICATION!

Collect and share best practices throughout the Nation.

During our meetings provide additional information on the regulations, etc. (specific scenarios are great).

I THINK THAT DIFFERENT PROGRAM DEVELOPMENTS/BEST PRACTICES ACROSS THE NATION SHOULD BE SHARED WITH ALL HEP PROGRAMS. THERE MAYBE SOME NEW IDEAS TO IMPLEMENT AND CHECK OUT TO SEE IF THEY MIGHT WORK IN SOME OTHER HEP PROJECTS. / / MAYBE PUT OUT A BULLETIN/NEWSLETTER WITHWHAT'S NEW WITH HEP PROJECTS? HERE IDEAS WOULD BE LISTED AS SOME THINGS TO USE TO SUPPORT YOUR PROJECT'S SPECIFIC NEEDS.

I fail to mention earlier that I participated in the mentoring program and was able to visit my mentor's site, and he likewise, made an on-site visit to our HEP and provided technical assistance. We also received an on-site technical assistance visit from a director of both HEP and CAMP. These were the most helpful experiences.

Continue to be specific about requirements and reports

Given preliminary data associated with new testing formats, an open discussion regarding to appropriateness of GPRA 1 and GPRA 2 objectives is needed. If nothing else OME should consider what data they need to collect to better inform policy around these items. / / also, it may help programs if they were informed about how prior experience points are awarded in new competitions as well as how grant readers are selected what their qualifications are and how they are trained.

N/A

We are pleased with the work they provide so far.

I think it is doing very well!

hire more staff; they are really short handed

IM happy with the HEP team services

NA

Create a stronger relationship with the agencies that are developing HSE testing materials.

I have a great working relationship with the HEP team.

1. Reach out to new grants more frequently. / 2. If possible - try to keep new grants with the same PO for at least the first year, that would help with developing a strong partnership. / 3. When we submit requested reports - an email letting us know they have been received would be helpful, a phone meeting to review (if applicable) would be great. / 4. Would it be possible to pair like size grantees in the beginning for discussion/mentoring/ q&a at meetings?

more consistency with program officer assignments. more timely responses.

I think they do fine.

Can't think of any at this time.

N/A

I like the support receive by Hep Team, more specific, [NAME] support. Always assist me and willing to help with good ideas and empathy.

Safe and Supportive Schools

CORE QUESTIONS

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

A question related to appropriate expenditures under EDGAR guidelines was referred to legal staff to answer. This response in turn was shared with project grantees and assisted all in understanding what the restrictions are related to such expenditures

Emergency response grants

Q22. Please describe how we could better use technology to deliver its services.

When conducting conference calls, there should be an effort made to make information simple and understandable. Rather than the default of the presentation being on covering all legal requirements, the focus should be made on understanding the goal of the program, the objectives, and the resources available to assist. In a PowerPoint or a conference call, much of the introductory content is on citations related to the authorization and requirements of the law. If those have been addressed to the satisfaction of department legal staff, I don't think it is necessary to provide that depth of introduction to people in the field looking to implement the programs.

Make it easier to locate information.

Their applications often did not mesh with our state applications. In other words compatibility has been an issue, that may be more due to our state filters etc.

Q25. What reporting system do you use for reporting accountability data? (Other specify)

G5

G5

GPRA

Application that ED requires us to use.

G5 System

Q44. 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] responded to a call I made and provided specific and direct responses to my questions related to implementation of our Safe and Supportive Schools project grant

Quickness of staff responses to emails.

Assistance with grant proposal requirements and accessing online documents for electronic submission. The IS3 Project Officer is always prompt and professional in responding to any requests.

I can call or e-mail [NAME] (PO) and within 24 hrs. he will respond.

The cohort of S3 states had questions about the No Cost Extension Year and S3 program director availed himself on call to answer any questions we had regarding the NCE process.

While this is generally the case, the best customer services experience I have had in the past 12 months, has been the immediate response from the project officer.

[NAME] participated in a Communities of Practice Call through the technical assistance center and was really clear about his expectations for future reporting and no cost extension request. I find value in all Communities of Practice Calls and webinars through the technical assistance center. I make sure I find time to attend all.

Q45. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

The responses to Questions submitted to our TA center and then forwarded to the OESE staff had to be filtered and then approved for publishing to all project grantees. Trying to provide a response that might be challenged or misinterpreted by a small minority seems to lead to the development of a more complex and nuanced response that does not have the effect of helping guide program staff at the state and local levels.

Lack of communication from project officer.

I have had no experiences that I would classify as bad experiences in the past 12 months.

Too often AIR has, in the process of promoting their work, kept me from doing what I need with the grant and our grantees.

None

Working out the "no food rule"--our grant lost money because the food order was cancelled.

There was one webinar in January 2014 when the technology would not work.

Q51. Finally, please describe how ED can improve its service to you.

Provide more direct and personal response or oversight to the extent practicable. Perhaps that is not possible with the scale of the audience and programs OESE is responsible for, but it almost always results in a better product and process at the state and local levels.

Provide webinar opportunities for federal updates that are recorded or repeated at multiple times.

Come to Kansas and have them see for themselves the challenges we are facing and the quality of work we are doing. Also, I almost had to beg AIR to highlight the work that we've done- there seemed to be a specific preference to grantees from Maryland, California etc.

Greater depth in covering issues. More timely response. Line staff is capable, but seem to be very over-extended. Commitment of USDOE leadership to this area seems questionable.

OESE can improve its service to Louisiana by funding a statewide implementation of S3 model and by creating policies to address school climate

CUSTOM QUESTIONS

Carol White Physical Education Program (PEP)

CORE QUESTIONS

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

A good example of collaboration is one that ensures discussion of all participants and provides opportunity for feedback. A good model is one that allows for openness and allows comfort for us to share ideas and receive advice and offers helpful suggestions.

I haven't seen one that I know of.

Q25. What reporting system do you use for reporting accountability data? (Other specify)

G5

G-5

G5

G5

G5

Level 0 through the Ric

G5

G5

Powerschool, excel, Wellnet

G5

G5

G5

ED.GOV

email attachment

G5 System

e-mail

G5

g5

email to grant monitor

g5

G5

G5

Online tools developed by PEP Evaluator

G5

Email

G-5

haven't submitted one yet

G5

G5

G5

e-reports

G-5

G5 system

Q44. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Always very swift in returning e-mails and phone calls.

Emails are returned in a timely manner

My Program Specialist has lightning fast email responses. This is so helpful. G5 technical support was so helpful when I had questions about the 524B electronic reporting.

Help in navigating through budget revisions for a grant. It took many conversations due to a large c/o amount. The changes were due to a change in equipment purchases.

none

Our program officer has responded when we have asked her questions.

Mid year conference call.

Return phone call received yesterday in response to message left on Thursday, July 3, 2014

I have had several questions with the PEP grant and [NAME] has been tremendous to work with. Very responsive and helpful.

Approachability of Project Director [NAME] has been refreshing...

We received a very clear description of the items that we needed to change in our annual report.

When my director worked out a difficult situation in a timely manner.

We were having technical difficulties with the g-5 system. The staff is amazingly patient working with us and assisting us each time we need them.

On almost every occasion I was given positive feedback to questions that I had.

Every time I contact them I get a quick response.

[NAME] responds promptly to all email.

The webinars have been great and very time saving

My liaison, [NAME], has been an outstanding resource of information and has responded to email quickly and with great clarity.

We have had an excellent working relationship with [NAME]. She is always available to us and returns answers to our questions promptly.

[NAME] our contact for our PEP Grant is always quick to return a response when we send questions to her via e-mail.

Needed assistance with logging into G5. quick response time and easily acquired adjustments.

We have received immediate feedback that items have been received by [NAME] when sending items. She has been generally very helpful and available when needed.

Ed.GOV question

fairly responsive to email

NA

Communication with our grant manager via email.

None

A small change in the line items of our operating budget was approved allowing us to implement our program goals.

NA

[NAME] is excellent. There is not one specific example. She is simply consistent and clearly knows the program parameters.

Each time I called, I left message and was immediately called back. Service was always outstanding

Working with Federal Program Manager, [NAME]: questions and concerns are addressed almost immediately; she will extend herself to search and deliver needed information needed for successful implementation of the CMW Grant Program in the district.

When submitting my last grant, the staff for the technical assistance was very patient at 5 am in getting the grant successfully submitted. In addition my grant monitor is always responsive to my many questions.

Every time I have contacted [NAME], I have received a prompt, concise answer. She has been great!

I rarely receive communications of any kind from staff

Very helpful, informative conference call with our grant monitor.

[NAME] was incredibly helpful and patient. She provided efficient, quick and most importantly thorough explanations and technical assistance. Every communication with her was the "best" of quality customer service.

We have had virtually no communication with Ed staff since the initial contact after our grant was awarded.

The less contact I have the better. We are implementing the goals and activities in our RFP and showing success. Customer service feels more like a "got ya" looking to find something to stop rather than support.

Emails are responded to promptly and professionally

[NAME], program contact, has been exceptional and answered questions immediately.

[NAME] is available and responsive to questions and provides timely and accurate feedback to our inquiries.

Federal monitor is responsive and timely with information

Quick response to questions

Discussed our year 3 budget and the explanations and assistance was professional and helpful.

My interactions with the Office have all been very positive. Not one specific experience stands out. Very helpful when needed.

The best customer service experience during the past 12 months was assistance and ongoing guidance from our Federal Monitor regarding carryover funds, budget revisions and allowable costs, etc...staying within the scope of the project.

Working with [NAME], when we have questions, she gets with me and has the answers that I need to have answered she is very knowledgeable

When managing program specific details, the entire project is demanding and can be overwhelming, however, the help and resources make the job easier. Also the customer care is phenomenal and prompt.

Our program officer linked us up with other grantees so we could collaborate together. She regularly sends out clarifying emails to make sure we all understand the guidelines and reports.

[NAME] is always there when I need her. She is extremely helpful and takes the time to listen. [NAME] is a fantastic contact and always values every question I give to her.

Our Federal Representative has been very attentive to our needs. When we need to contact her she has immediately acknowledge our correspondence and a time table when to receive a response. It is a short time turnover.

The response to questions and budget change requests is very prompt.

She puts things very simple for me.

Online help desk is very good.

[NAME] always responds to emailed questions, etc and is very thorough with her answers. I appreciate her promptness when I have questions.

[NAME] is very conscientious of keeping us informed of the grant information & program requirements, deadlines, etc. She is very responsive to any questions we have asked.

[NAME] IS QUICK TO RESPOND TO ANY QUESTIONS AND PROVIDES IMMEDIATE FEEDBACK.

GPRA webinar was easy to understand and the follow-up request was answered immediately.

Working with project officer to make minor budget changes and receive approval for sampling

Quick responses to emails.

Phone conversation

This is our first year of the grant so we don't have too much to comment on at this point. We are in the beginning stages of the grant and have not submitted performance reports yet. We will be able to answer these questions better by next year.

n/a

I requested changes to the implementation of the grant. She was able to communicate the information she needed to make a judgment and gave a quick response

Our federal Program Officer, [NAME], consistently goes the extra mile in providing guidance, copies of materials or instruction whenever we contact her.

Technical assistance phone calls are very helpful. We are given the support we need to make changes as they fit in the scope of the grant.

The best customer service has been sending us links or resources to health initiatives in physical education

Email responses have been returned in a timely manner.

I can't describe a "best".

[NAME] was able to review our progress in a timely manner and informed us that the LACOE PEP Grant would continue for Year 3. This enabled me to initiate an employee contract without a lapse in employment.

Working with [NAME], in itself has been a unique experience. Supportive while always serving to interpret questions we may have.

Q45. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

NA

When my senior director is on vacation no one else can assist if I have a problem.

Webinar was cancelled and there has not been a grantee conference in DC in three years. This is a great way to network with other providers.

Contradictory information

none

N/A

Final approval of budget was prolonged over several months.

N/A

No complaints.

N/A Sometimes responding to email questions have been slow.

Within the past 12 months, all of our needs, questions and clarifications have been answered by our project officer.

When I had my email changed and didn't receive any information for about a month.

I felt sometimes that I had to wait too long for a response from my Washington DC Supervisor. But that being said, I also realize that she has many other clients to deal with besides me.

One time felt as though the person treated me as if I was stupid for asking the question.

The G5 system doesn't allow you to cut and paste data into the online grant application. Parts of the system are extremely difficult to maneuver. I have emailed the info and sent a hard copy.

none.

We have had all positive with [NAME]!

Not a customer service, but the conference call was great only a couple of phones at sites did not turn off their audible and we could hear them talking and laughing during the conference call.

NA

My point person

G5 access has not been resolved; never offered or referred contacts or services for assistance; education program contact never resolved the issue - hard copy report submitted.

NA

Getting our new business manager access to the G5 system.

No one seems to know what is going on.

A change in how the different federal grant monitors require us to fill out our budget reports. Our first federal monitor counted all funds that were spent including bills that were encumbered. Our current federal grant monitor uses only the amount that was drawn down from our account. This has caused us to go back and redo all of our reports going back to the first year of our grant.

NA

n/a

I really didn't have any other than recovering passwords which was of no fault of the USDE

Really none!

Getting my account changed to reflect a new person to draw down funds. This took several calls and several people to resolve.

none

ditto above

We have had a couple of questions that have gone unanswered. We firmly believe that this is due to the huge volume of requests/questions that the office receives, and a lack of adequate staff to address those - not due to any lack of will or skill. We have noticed staffing cuts during our three years of grant time.

Before [NAME] was our contact, [NAME] was our technical assistance contact for our PEP grant. [NAME] rarely responded to questions left through phone voice mails and even more rarely responded to any email questions. She wasn't knowledgeable regarding basic grant procedures, annual performance reports or budget questions. I discovered through trial and error that she also gave inaccurate responses regarding carryover funding and various equipment expenditures. This was incredibly frustrating as she was my only access for communications for the initial implementation of the PEP grant. She was also completely absent during the technical assistance meeting held in DC. I was able to muddle my way through the initial processes by receiving information through contacting other grantees that had competent technical assistance providers. She clearly was the worst of the customer service and fortunately was replaced.

Since we have had almost no communication since initial grant award phone conference, we cannot specify a worst experience.

We have had a change in our grant manager and this new person takes great leverage to interpret the requirements and restrictions. I don't believe the new liaison has even read our RFP to understand our approved activities but instead follows general guidelines applied to all grant recipients.

Needed guidance on the PEP sampling sheet and never received a sampling sheet that would help us report the information.

NA

Webinars are sometimes scheduled when we are unavailable and we receive the power point slides but they should be recorded and archived for those who miss the original sessions.

No "worst" experiences

No bad experiences...everyone is always extremely helpful

Have not had a "bad" experience to date.

None

Haven't had a bad experience

NA

I have not had a bad experience with my program officer.

I still can't submit grant reports online due to a setup error that occurred with my first project monitor.

When we first received the [NAME] PEP Grant our Federal Rep was inattentive. We would wait days/weeks sometimes she would not answer our questions at all. This was very difficult for us being a first year participant. She was replaced and our present rep is very efficient.

We have not had a bad experience. Even the change in staff overseeing our grant went very smoothly.

Our only issue is in how long it takes to get a response to our question(s) from our assigned monitor. It usually requires a gently reminder that we are waiting for a response. never getting back to me on an important question...I had to send more than once

Not getting responses via email or phone

none to report at this time. (except that we got off to a late start because of the government shutdown in Nov/Dec.)

NONE

No "worst" experience.

Responses/interactions with personnel are impersonal and rigid.

I became project director for the PEP grant in its' last year of implementation. After notifying the appropriate person in writing and electronically that there was a change, the former project director is the one who receives any mass e-mails. He in turn has to forward them to me. Frustrating that I wasn't put on the distribution list.

n/a

At one point, we requested information and were unable to contact the person charged with the program directly. We have experienced some staff turnover which requires new people to be added to our G5 account. This process is sometimes too lengthy and unclear.

When we send reports and budget data we do not receive responses.

Our worst customer service has been the inconsistency in messages. The talking down or lack of respect to us has been unprofessional. The demeaning tone has also been noticeable and quite unprofessional. The need to email all communications without having a conversation is unprofessional. Just the ability to not be able to talk does not allow us to build a good relationship to discuss the program.

Phone calls are not always returned.

My Department of Ed contact in Washington has not always been clear and helpful when providing guidance.

The PEP report had to be mailed in because we could not copy and paste charts into the templates for online submission.

to this point all have been supportive

Q51. Finally, please describe how ED can improve its service to you.

Continue the good work and be available for questions and concerns.

Offer more trainings and webinars.

Hold a grantee conference in DC

24 hour response to emails

Just try to get some information out a little quicker.

It is always refreshing to speak and communicate with people who make you feel like you are on the same team...and not just a government overseer. When the Project Director takes a personal interest and understands the components of the grant they are serving it certainly makes the experience less stressful.

Keep doing what you are doing and communicate quickly when anything in process or procedures are changed.

Keep being accessible. The help has been great.

Grants I believe should be more catered to the specific levels of students.

The G5 system is not very user friendly when submitting annual reports. It doesn't allow you to cut and paste information, requiring the user to re-type already completed data information, including budgets. /

I am at the end of my grant, so I will really not be needing anything further

Continue to cut the paperwork and the red tape. Trust that you are giving money to other educational agencies and that they will know what best fits their needs. The G-5 system is excellent! / / Thanks

Maybe more contact regarding the services and how to use the technical sites. Webinars, etc... or maybe I didn't utilize or know that they were available.

NA

Questions are not answered with our point person. The communication is awful

better communication, accuracy of responses with verification, legal guidance when needed, specific guidelines that are important to adherence need to be up front and center.

NA

Other than the annual webinars, the emails with recommended activities/programs and the annual phone conference with our Grant Manager there are no other services that we receive or need other than facilitating connections with other districts implementing the same grant.

Stop making everything so confusing. Communicate better. Know what is going on.

Our monitor has been exceptional!

Hold at least 2 regional meetings during the program year with federal officers and school based program managers to discuss common concerns, to share information of what's working and what's not working, and to build support networks among administrators challenged by the same goals and expectations! Together we represent a wealth of information and strategies we need to share and replicate!!!

the staff are too overwhelmed with too many responsibilities and do not have the capacity to truly provide a level of support for each grant.

Hire adequate staff to be able to keep up with the workload. I realize that this is a very complicated thing...

All complimentary assessments that I recorded in this survey were in relation to [NAME]. Please note that I did not include any of my opinions regarding [NAME]'s incompetence in my overall evaluation. I could only suggest one improvement In the annual performance reporting.....the budget formatting was always incredibly difficult to submit. The format always technically presented problems that our county technology department had to fix.

Provide regular, timely communication and updates to grantees.

I have spoken with other project managers serviced by the same OESE staff member and we all feel this person is difficult to deal with yet concerned to address it because of potential retaliation in shutting down our progress.

Differentiation - Though we expect the same quality of education offered to all students in the US, OESE does not adequately differentiate for the struggles faced by the schools differing in urban, suburban, rural as well as geographic local.

Have webinars recorded for viewing at a later date if schedules prohibit participation at the scheduled time. the online reporting does not allow for additional documents to be uploaded in all sections and is very difficult to add additional goals and information - too cumbersome. On the very positive side, federal monitor continues to be very accommodating and allows for reports to be sent through email (much appreciated!)

Continue what you are doing.

Service has been great - timely and very helpful.

We received full support and direction from OESE staff even when we faced challenges with getting the grant following with our partner district...they connected us with other grantees for consultation and advice. We are very pleased with our federal monitor, [NAME].

I have been very satisfied with the service

The OESE offers quality services, however I do wish we could have more services provided. We are very satisfied.

Keep checking in on monitors. It was night and day when our monitor was switched to [NAME]. I can't tell you how much easier it was to understand directives, information, etc. Our email contact went from 2-3 times a year to almost weekly! [NAME] is always pushing items our way and providing indirect support without us even asking! Having a monitor who is organized, knows their information, and who truly cares makes ALL the difference!

For PEP grants, announce awardees the same time every year.

not sure

Yr. 1 PEP Grant - we seem to be moving forward well, and feel confident we are being amply supported.

Service from OESE meets my expectations and needs.

The quality of service could improve immensely, if personnel provided assistance without being so rigid, demanding and impersonal when interacting with grantees. /

n/a

Please maintain respond to e-mails in a timely manner or pass on a tentative date when to expect an answer, or express when we should expect responses to e-mail when we first receive the grant.

n/a

I feel the service we receive is fine.

The federal monitor can be more willing to work with us and support us. I have worked with other programs in the past and they offer technical assistance and support. This monitor is not helpful and not approachable.

We as teachers do not feel that our contacts in the Department of Education are familiar with what is going on in Physical Education right now. Further, we have not seen or heard anything regarding the use of the data that we submit for the PEP grant, or any other PEP grantee in the past. We are not sure that any of it is being used in Physical Education's best interest.

The online forms need to be improved. Customer service provided by our grant manager is noteworthy.

na

CUSTOM QUESTIONS

Elementary and Secondary School Counseling Program (ESSC)

CORE QUESTIONS

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

Sharing of best practices regarding program management, implementation, and reporting.

Q22. Please describe how we could better use technology to deliver its services.

I never hear from you, and when I do it is forwarded gobbly-gook.

Have live chat with technicians who can help you navigate the grants.gov or SAM or G5 as you are using it.

Provide ample notice of availability of resources/trainings.

more professional development seminars/conferences.

Q25. What reporting system do you use for reporting accountability data? (Other specify)

G5

e-mail attachment

G5

G5

G5

ETAC

G5

G5

Dept of Ed Officer-grant data

g5.gov

G-5

Q44. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

US Dept of Ed staff provides immediate, timely feedback on budget and program questions.

I normally get quick response when I e-mail, text or call [NAME].

guidance on the budget modifications upon the commencement of the grant.

none

At the initial conference, staff made themselves available to answer questions and brainstorm solutions to challenges encountered during discussions on allowable and not allowable costs that effect program implementation.

Our contact person is very knowledgeable and responsive to questions; example is planning for attendance at the August bullying summit

My Project Director was available by email and phone whenever needed. Her understanding of the challenges with implementation helped to move our program forward. I appreciate her time and efforts.

Help with the G5 system is appreciated and very direct.

[NAME] has been great.

All communication has been excellent. Staff is knowledgeable, responsive, and available with support.

The ability to have a conference call to ask questions as they arise with implementation of the grant.

The conference call regarding the GAN.

Email response to questions.

My experiences with staff have been prompt, thorough and immediately clarify my need.

My DOE contact is extremely helpful whenever I have a question. She usually always responds within 24 hours and usually quicker than that.

[NAME] has been extremely helpful and responsive via both phone and email. The help desk has been clear and prompt in their responses to my questions.

I couldn't access the grant reporting page and a very patient CSR helped time throughout the process.

The best service I received was from my TA, who was not technically a USDOE employee but a contractor. My current FPO is tremendously helpful, attentive to my individual needs, and very responsive. She's a true asset.

[NAME] has been very supportive and responsive to District questions, requests and needs.

I was having problems submitting my annual report and I was given assistance on what to-do.

Willingness to reschedule a telephone conference with me due to my errors

[NAME] was exceptionally responsive and helpful. Whenever we had a question and emailed her, she responded very quickly with accurate and helpful information.

Q45. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Government shutdown affected ability to find out details about our grant award. Nothing in the US Dept of Ed's control.

The worst part was when there was a government shut down and I could not communicate with anyone. I was told that there were prohibited to respond during the government shut down.

slow response to questions regarding the grant from the coordinator.

not returning e-mails. No clarity. Always having to ask someone and get back to you. E-mails are not organized...many forwarded. Need more succinct communication. Also, being that I have worked with other grants from DoE, Program Monitor's seem to have different ways they answer questions, which is frustrating.

Sent an email asking for clarification that took over two months to answer and 3 follow up emails as a reminder that information request was still pending.

The g5 reporting system was hard to first use; you need to have a character count in the narrative boxes.

The data collection program for our annual report was impossible to navigate and caused many wasted hours of work to process..

None

Not related to this grant.

I have not had a negative experience with staff.

Having to wait over two months for a response after our annual report was submitted.

None to date

Difficulty understanding how to access information on G5.

I have not had a poor experience.

This is not really a worst experience but we received the technical assistance training at the beginning of the grant regarding how to fill out the report but by the time I actually had to fill it out, I had a hard time remembering everything. This prompted tons of questions on my end that I was having to ask. My contact was extremely helpful, I just think it would have been more helpful to have a webinar review maybe before the report was due.

None

In general, e-mails are not answered in a timely fashion. Most of us who work in schools must get back to our clients within 24 hours. Several weeks can go by w/o getting return e-mails from USDE.

This wasn't in the past 12 months, but my original FPO was a nightmare know-it-all who attempted to micromanage our project down to my ability to purchase the right color paperclips. He's moved on to another SAMHSA project and is no longer affiliated with SS/HS.

Implementation meeting was disorganized, difficult to understand responsibilities

I haven't had any

none

Website

Q51. Finally, please describe how ED can improve its service to you.

I am getting good service. Please keep up the good work.

responding to questions within 2 days. great practice.

I have no idea about half the things you ask me about. There is no consistency in communication from your office. Throwing a ton of materials, guidance, etc...at people is disjointed. E-mails are poorly organized and messy. Succinct clear reminders for reports and monthly updates on what is available would be nice. Know what you are talking about, and answer questions in a timely, if ever, way.

Communication is much too infrequent. Grantees left for too long without any feedback, follow-up, or just a check-in to see how things are going. When problems arise, it is in the 11th hour when it could have been avoided with a quick check-in months earlier.

The g5 reporting system needs to not time out so quickly, and a character count is needed for the narrative boxes.

Continue to remain available. Thank you for all your support.

I have had only positive experiences throughout this grant award.

Regular correspondence is appreciated in a timely manner especially when a question is proposed or a change to the budget is requested. We are expected to submit reports by a specified deadline. It would be great if response to requests or questions were returned in a timely fashion.

I have been very satisfied, my federal support person links me to resources, other funding opportunities, and has promptly assisted me in all my inquiries.

None - very helpful, quick to respond, clear and prompt

Return e-mails in a timely fashion. Provide sample copies of previously submitted reports that are considered exemplary models.

Do all you can to cull the prodigious paperwork/reporting requirements. I know that reporting is a part of accountability, and accountability is critical. But there needs to be a balance where projects can be allowed to flourish and not spend 3 months preparing a final report that we strongly believe no one will ever read.

I have had no problems and I am satisfied

The products are good, they are just cumbersome and difficult to find what we need at times without a lot of help.

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.

The RTTT meeting with SIG held at USED in 2011 was a good format for collaboration across offices.

OESE collaborating with the office responsible for ESEA Flex.

With SI funds we are trying to improve outcomes for all students - including those with disabilities. Yet, when we try to work together, we find laws, guidance, rules that impede progress. It would be great if the two offices could look at programs through the eyes of the student and determine what adult issues need to be resolved and model that behavior for the SEAs. Having both programs work together at the SEA level and providing the program offices at USED with areas where the USED staff could focus their work, might be another step so that the SEA offices in any given state are working in tandem.

Q22. Please describe how we could better use technology to deliver its services.

Timeliness of presentation

Q44. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Work with [NAME] has been stellar. He was always so helpful. [NAME] and [NAME] were our program officers prior to leaving that position. We are now fortunate to work with [NAME] who is our new program officer. In the years I have worked at the state level, the past four to five years have been wonderful. There is a sense that we are partnering in the work to improve student achievement in our state. I have never hesitated to pick up the phone and call any one of the persons I named. Responses via email are quick and give all of the information needed. The

focus now is not as much compliance as it is a partnership to make sure compliance is met, but needs are met also. There is a new personal focus in the staff with which I have had contact.

ED staff is good about returning phone calls in a timely manner.

Technical assistance in preparing SEA SIG application.

Periodic "check-ins" with Office of School Turnaround have been very beneficial in providing an opportunity for state-specific questions.

Needed answer to a question concerning eligible spending; worked with new staff member who didn't just supply an answer of the top of her head but rather took the question to more experienced staffers and then shared results with me in a positive, cheerful, and "here to serve" manner

For the SIG 1003(g) grant, the best experiences I have had were with [NAME] and [NAME]. I met them in September 2013 at the annual gathering of state SIG directors, and each month I speak with [NAME] about the progress Ohio is making. These two do a great job with their emails and webinars. I always feel completely supported and I appreciate the fast response time that they consistently observe.

Feedback on grant application

I appreciate that responses to questions and inquiries are usually very timely.

With the complexities of our grant program, many times conversations were required to explain intricacies, Dept. staff was always willing to schedule conferences and walk through issues and scenarios.

There were a few SIG webinars held in 2013 that clarified new or modified regulations that had a direct impact on our state's implementation of the grant.

Working with [NAME] has been a great experience for Idaho in that if she doesn't know an answer, she will get back to us. She is very accommodating in scheduling calls and conference calls. She has thoroughly supported myself and my coordinator working on the School Improvement Grant.

Assistance with a funding waiver that had not been approved as expected. My program officer was extremely helpful in outlining required steps and communicating with US ED staff.

[NAME] was very very helpful in writing our new sig RfP this year especially since we did not have an approved flexibility waiver. He worked with legal so we could have a waiver to use our priority list- before we had a priority list. Even the monitoring visit was more of a technical assistance visit that I thought it would be. As a new SEA lead, his help was invaluable through the process this year.

Both the Director of the Office of School Turnaround, as well as our School Turnaround Program Officer have always been extremely responsive to any and all inquiries and/or requests for information. Without fail, if not within the day, within 24 hours, response has been provided. The Office of School Turnaround truly provides the highest level of direct support that I have experienced.

45 minute tech asst call with OST

The promptness of the return calls from the OST USDOE contact to me.

On more than one occasion our main contact was very helpful in guiding me through the reports and applications we needed to submit. She does so with clarity, wit and timeliness.

Monthly calls with staff

A year ago we had a unique circumstance with a sub-grantee that could have affected the continuation of the grant to that sub-grantee. Through a series of conversations, USED staff helped us work through possible scenarios to maximize a district-led financial decision and still retain grant funds. The ability of staff to remain focused on a combination of the law and kids, was commented on by my staff.

Assistance with writing the SEA SIG grant was very good. We were provided specific examples from other states that allowed us to improve our SEA and LEA applications.

Monthly phone calls are very helpful in staying connected and receiving information.
regular phone calls with state contact to keep me abreast of current information about the program

Q45. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

I can't think of anything in this category. My experiences have been wonderful.

Lack of communication between USDA and USDE regarding Community Eligibility Provision. We are a state that uses an alternate formula for determining Title I allocations and were disappointed to learn that none of the states included in the CEP pilot projects used an alternate formula. / The USDE Guidance on CEP is well-written and informative; however we are still trying to determine what the best source of data is for determining program allocations (not only for Title I, but other programs as well). / / Regarding the SIG, it seems that we have a new program officer about every 2-6 months. Makes is difficult for them to understand our state and our processes for implementation of this grant.

Slow response time to some requests.

Multiple submissions of the same corrected information in EDFACTS that did not result in correction.

Asked for an electronic copy of a document that had been mailed but never made it to me; was told I should be keeping copies of all documents, talked in a condescending manner.

All my experiences have been excellent.

Approval of ESEA Waiver extension took 4 months.

Waiting for response to waiver requests

Sometimes the verbal responses become lengthy due to repetition of information.

Continuous transition of program staff assigned to our state made it very difficult to get things done expeditiously as the history was continuously lost. In addition waiver requests took long periods of time to be processed, with one being modified from our request without conference. In addition, all required documentation was provided in response to a monitoring finding from 2012 and it remains unresolved more than 18 months after requested documents were submitted.

We posed a question in late 2013 that we still have not received a formal answer to.

I have struggled with the website and would like to have a webinar where someone could walk me through how to find the answers or if the questions have already been asked. People ask me about whether certain requirements

are federally expected and I don't know and I want to be able to quickly locate the answer and know that I have found a current correct version.

Receiving inaccurate information about funding timelines and required waivers, causing a delay in accessing funds through G5.

The department's technical assistance centers for content have not been helpful to us at all. Our regional lab is helpful but not the content -centers. I think a more - thorough evaluation of their usefulness vs. their costs be considered.

Multiple voicemails - untimely call back

In the Fall of 2013 when the SIG grant was announced, I never received notification of it until the day before the first Technical assistance webinar was held on Oct. 31st. We actually only found out about the release of the application when we called the US DE for a clarifying question on another topic. It may have been that the server here wouldn't recognize a listserve that contained so many names.

The monitoring process has been spotty. We have had sometimes conflicting sometimes unclear messages about findings. The ESEA Flexibility renewal process has been rocky.

Length of time waiting for responses to waiver requests

Much as I would love to give you something that USED could use as a basis for working on their delivery, there haven't been any negative experiences. The groundwork laid at the beginning of the program has put us in a very good position to know the parameters in all but the most unusual situations such as the one mentioned in the BEST customer service question.

We had a monitoring nearly three years ago. Since that time we have had at least 4 SIG contacts at OESE. Materials we sent were lost. Things were not passed from one contact to the next. It was the fault of SIG office that we could not resolve findings. Then, this appeared as a finding on our Flex Waiver! It was finally resolved this past winter but left a very bad taste in our mouth. And, of course, there was never an apology, only accusations.

none

Q51. Finally, please describe how ED can improve its service to you.

If OESE merely continues what they have done, I will be delighted.

Provide more interactive webinars. In other words, respond to questions from the audience. I have been on some conference calls where it sounds like the script is being read and there is no opportunity to ask questions.

Provide even more opportunities for regional support (conferences, webinars, conference calls aligned with the federal support provided through OESE.

Simplify technical language.

No improvement needed.

With regard to SIG 1003(g) and other funded programs designed to increase achievement, it would be helpful if OESE could examine data from all participating states to determine what states are having the biggest impact, and what root causes exist for this impact. This would be helpful research to assist states in making data-driven adjustments to their programs.

Please respond more promptly.

Provide more time for planning on the local level- more time between SEA grant approval and local grant implementation

NA

Timeliness and staff turnover seem to be the greatest challenge in providing assistance.

I would like to have OESE help me know what periodicals and webinars that I should be participating in. I like a personal touch so if someone could personally share what resources have been the most helpful to them in building their capacity it would be great.

No comment at this time.

Reevaluate the technical assistance content centers. Very nice people but not particularly helpful. Working through CCSSO has been far more helpful than any of the content centers. More work should go through CCSSO.

Better align and integrate the various federal programs supporting elementary and secondary education. Provide more opportunities to collaborate across the programs and consolidate both the funds and mechanisms for support at federal, state and local levels.

Availability is key.

N/A

Increase clarity and responsiveness

I am appreciative of the overall attempt to work with SEAs to serve kids and schools. As long as we keep that focus, we will make the necessary progress.

I didn't know there was a way to "formally" complain. / / There is a lot of staff turnover in the SIG office. Since [NAME] left, I'm not sure who is leading. Should I? I think folks try to pick up the pieces when someone leaves, but it is difficult. Perhaps more cross-training would be helpful in hopes that when one person leaves someone else has some idea of what is going on. It's frustrating. I have never been treated poorly; they are good people.

The process for needing to apply for SIG grants annually in the fall continually makes the funds available to the states also. Also, the process for getting approval to do a new SIG competition at the state level is still significantly compressed due to the timelines for state applications and approvals before the state competition can be held. Allowing the state to submit its application before the start of the fiscal year of the funding would make this much better all around.

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)

Continued transparency of guidance and timely applications

As I mentioned in a previous response; it seems that we have a new program officer every 2-6 months. This makes it difficult for them to get to know us and how we are implementing the SIG program.

to ensure the continuation of services and not have any discrepancies arise due to staff turnover or loss of information submitted to OESE.

Simplify the SIG application process by re-formatting the application form.

1. Continue periodic check-ins / 2. Provide opportunities to meet with other state SIG personnel to highlight best practices and share solutions for common challenges.

continue as doing

It will be helpful for the OST staff to let the states know about planned changes to the SIG grant (i.e. extended for LEAs to 5 years, adoption of new models, potential guidance changes) with enough time for states to engage their clients, stakeholders, and committee of practitioners in order to best implement these changes.

Please provide approval of the SIG application in a more timely manner so we can provide the application and awards to districts with SIG schools on a timeline that can have a more timely and positive impact on programs funded with the grant.

Continue with monthly calls. Provide more opportunities for between state technical assistance. / / / /

Continue to provide resources and answers to our questions. I would like to see more information about evidence-based instructional practices and examples of engaging families in the academic efforts with their students.

Give timely and clear guidance on new SIG regulations.

Keep us in the loop of expectations with plenty of time to respond to those.

Continue to provide regular updates and prompt responses to TA requests.

Help us with external providers. Help us figure out how to collect trend data with the change in state assessment. Continue to provide the level of support that is being provided. Continue the SIG Convening events including the opportunity to meet/collaborate with other federal programs. At the Federal level, collaborate with other federal programs in order to better coordinate/align the work on behalf of the SEAs/districts/schools and the requirements and expectations of the SEAs/districts/schools.

Ramp up OST staff knowledge base - need to know state application well and provide timely feedback

The monthly phone calls are very helpful!

Continue the monthly check ins. Continue the responsiveness to emails and phone calls.

Continued accessibility

Be open to the struggles in each state and allow the flexibility needed to successfully assist schools in the turnaround efforts.

Coordinate more closely with the ESEA Flexibility Waiver team (regarding definitions, requirements, etc.)

Q7. Provide an example of how you have 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? (open end)

We changed our monitoring questions to match those of the department. When we had our desktop monitoring, it was evident that this helped schools understand more clearly what was needed in their responses as they had had those questions from us for three years.

Can't think of any significant changes in the past year.

Developed new instruments to capture EDEN data from sub recipients. / Developed new instrument to document Increased Learning Time.

OST's technical assistance efforts have provided a greater focus on the transition from a compliance mentality to support which is being mirrored by the SDE.

Using new ideas while writing a new SIG application

Ohio has always allowed and encouraged LEAs to apply for up to \$2 million per year for the SIG grants. After taking part in the networking activities built into the September 2013 conference, Ohio adjusted its latest State to SEA and SEA to LEA SIG grant components to require LEAs to develop strategies in the required model components, and then align specific funding as needed to support the strategies.

NA

A SIG conference in 2011 breakout sessions on turnaround leadership helped us to shape our own efforts in assisting district with developing pipelines of qualified turnaround leaders.

We have created a protocol for SIG schools to share data on what is working within their school. As we continue to gather this data we will be able to share with other schools how challenged schools are meeting the needs of all their students.

Our state has adopted the indicators outlined by INDISTAR as a guiding factor in helping grantees enact improvement plans.

As a result of learning about Indistar at one of the SIG conferences, we implemented Indistar in our SIG schools two years ago, and given the positive impact the utilization of Indistar has had on the school improvement processes in our SIG schools, we have now extended the use of Indistar to our Priority and Focus schools, as well.

Revised our LEA application process

We are now aware of the need for schools to begin planning their sustainability efforts to a greater degree from day one of the grant.

Q12. Please share any comments on how to improve the SIG onsite monitoring process. (Open end)

N/A

Done two years ago, was a very pleasant process.

It was very helpful to have a list of documents that we could prepare ahead of time. I wish there was an online submission tool for them, so that we could have better organized them in the submission process, for the sake of the onsite monitors.

Our experience was over a year ago and it was a positive experience.

Additional flexibility when considering the use of jargon when monitoring - often campus and district staff do not use the same jargon used in federal statute and the state is penalized for the disconnect when the issue is a communication issue rather than noncompliance.

More and specific guidance on how to re mediate findings. / Guidance is nonexistent. / Program manager has given incorrect advice many times. / Turnover at the office of school turnaround has been very difficult for states.

N/A - we have only had Desk Monitoring of SIG.

No comment

Quicker report. Updated documents- monitoring document etc.

Reviewers were extremely competent and knowledgeable about state work

1. Since we haven't had one yet, I think that the key to a good monitoring visit to a small state where the / DOE staff members are wearing multiple hats is to give adequate time to prepare for the monitoring / visit. / 2. Follow-up calls to make sure the dates are understood clearly by both parties would be great. / 3. Also to provide a review over the phone where the process is clearly outlined and the expectations are / stated before the actual monitoring visit takes place.

N/A

Make sure follow up is timely; including resolution of findings.

Title I Part A – Improving Basic Programs Operated By Local Education Agencies (LEAs)

CORE QUESTIONS

Q44. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

99 percent of the time I am always able to discuss my question with someone immediately. the other one percent I get a response by the next day, if not the same day.

The Title I-A allocation process is very detailed and we hired a new federal grants manager in January, 2014 [NAME] provided excellent help and coaching as well as did a review of our allocation spreadsheets. This was extremely helpful.

specific topic conference call with SASA staff

We had a very successful experience in getting the G5 system opened up to draw down funds that were not drawn within the 12/30/13 deadline. [NAME] was very helpful in coordinating the request for multiple program areas. We had mistakenly thought the deadline was 12/31/13.

All staff members have responded to calls/emails in a short turnaround time. [NAME] has been extremely helpful in providing or facilitating written responses to questions around funding, supplement/supplant, and CEP as it relates to Title I provisions.

When questions are posed, responses are always accurate and thorough.

N/A

OESE leadership sharing at NASTID meetings.

[NAME] has been very responsive to emails and phone calls!

I usually get very quick responses on questions that are straightforward and have a readily available answer.

One staff member that is always responsive to calls and electronic inquiries.

My SEA is currently working with ED staff to finalize our ESEA Flexibility Extension Request. Staff have been very attentive and making themselves available to address our concerns. Staff promptly responds to all emails and has even accommodated us with a conference call. This includes senior level staff at ED.

Excellent feedback on dealing with a major funding issue and one of our larger LEAs regarding interpretation of ESEA requirements.

[NAME] called to discuss implementation with SIG. She was very helpful, answering all of my concerns with documentation to verify the accuracy of her responses. [NAME]' is very professional and personable and willing to assist in any way to help meet our state's needs.

Q45. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

I honestly cannot think of a time I had bad service.

N.A.

inability to find relevant guidance document on web site

We have not had a bad customer service experience.

None

When questions are posed, responses aren't always timely. Questions can be in limbo for weeks, when we need answers to move forward.

N/A

Took a very long time to get answers on an allocation problem

Emails that get no response or acknowledgement.

In bringing up questions or new situations in new programs (such as impacts of CEP on Title I), there has not been apparent willingness to go beyond what is presented in guidance for new consideration, but sometimes it just takes time to sort it all out.

Not getting any response by other staff members to emails or calls.

None.

N/A

Have not had a bad experience with USDOE staff.

Q51. Finally, please describe how ED can improve its service to you.

Information needs to be timelier.

The Web site has improved but I still find it hard to find regulations sometimes.

We all feel the financial "crunch" and some responses take a considerable amount of time for a response. We understand that they are doing a very good job with the resources they have.

The new web site is much cleaner; however, the "editor's picks" is not helpful when selecting policy guidance. the list does not have dates or an alpha topic arrangement

I am very pleased with the service.

The search functions on the website seem to have improved greatly and it is easier to find specific guidance documents. Please continue to improve these features.

Continue to provide assistance and guidance in ways that provide maximum flexibility to states.

No suggestions at this time.

CUSTOM QUESTIONS

Q2. Which technical assistance activities provided by ED have been the most effective and why? (Open end)

The TA during the monitoring visit was excellent. And, questions we ask are answered immediately.

Webinars and the FAQ's have been great resources. Idaho was monitored in August 2013 for Part B. The team was extremely helpful in preparing for the visit, answering numerous questions. Following the visit, we have also had excellent support.

phone conferences

The guidance documents for Flexibility have been most helpful.

Conference calls

ESEA Waiver interactions have been positive with ED staff.

Individual conversations with our state ESEA flexibility contacts provided sufficient assistance to enable our state to get an approved amendment for Principle 2.

Technical assistance on integrating waiver requirements with the accountability addendum. Staff have responded to all questions and provided written guidance as needed.

Implementation/Progress update meetings.

Responding to questions surrounding the waiver extension by explaining what additional information was needed and how we may best address the issues at hand.

Q5. How would you describe your working relationship with ED's ESEA flexibility staff? (Open end)

Nice people trapped in a highly political program.

Excellent

[NAME] and [NAME] have been very helpful and we feel comfortable working with both of them.

respectful

We have had changes in our assigned contact but when information is needed we have received quick responses from all of the contacts that have been assigned to our state.

Collaborative partnership

Our ED's ESEA flexibility contact is generally supportive and helpful and serves to assist us with decision making and moving the work forward.

We don't have a flex waiver, but were in the process, and the staff was always helpful with feedback.

Up and down

Positive

Very good.

Staff is always accommodating.

Excellent

Professional

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.

Information regarding ESEA Flexibility

Developing guidance between Title I and Title III office to coordinate expenditures on projects that may target goals identified in both grants.

There is a need for coordination across OCR/DoJ, Title III, Title I, and Title IC.

Q22. Please describe how we could better use technology to deliver its services.

Provide PowerPoints in advance; include worksheets, handouts, etc. that coordinate with the online session topic

webinars are less frequent than they used to be - need for more scheduled webinars throughout the year

Advance notification necessary, short session necessary in order to attend, clear and concise presentations, limit audience participation - it is hard to follow when too many are interrupting.

I do not recall any webinars taking place this past year.

archive webinars, create informational videos, provide videos of nor regulatory guidance e.g. implementing a successful improvement plan both on the SEA and LEA levels

Increased topical webinars and posted videos.

Q44. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

One-on-one opportunities to meet with my assigned staff member at national meetings or onsite visits as well as telephone calls with one another. Our state's familiarity with this grant is at a level whereby general information provided in webinars is often too basic for our needs.

Quick turnaround from my federal program officer on questions. Kudos to [NAME]!

Detailed answers/messages from my program specialists were helpful.

The departmental staff members have consistently responded to emails and calls in a very efficient and effective fashion. If needed, they are also willing to meet in person. When changes are made regarding the point of contact, timely notification and an interim contact were provided so that a gap in service was not evident.

Currently we are reviewing our AMAO reporting and Title III staff has been extremely helpful.

NA

I am new to this position. [NAME] has been prompt and helpful in answering questions when I have needed assistance.

Our new program officer is always available to answer questions by phone or email.

They are quick and thorough in their response.

received an email reply within days that my email was received.

Meetings and webinars are well-organized and informative.

Received clear information about were a specific request should be reported.

When my Title III Specialist is not traveling to monitor other states, I can get great customer service within 48 hrs. But, when the Specialist is traveling, it can take several weeks. There is a need for more Specialists!

The webinars on pertinent topics were helpful. However, none have been scheduled for months.

Technical assistance was provided to my directors and I via conference call and via email. We we're provided guidance on clearing a monitoring citation, she made sure that we knew exactly what the federal law said and she provided clarity in explaining it in further detail. [NAME] is our contact person.

My Title III program officer, [NAME], is always prompt in responding.

The Title III POC is very responsive to my inquiries. The best part of the customer service is the POC's flexibility in providing technical assistance. The POC provides different means of supporting my agency (i.e. email, telephone conferences, in-person meeting, etc.)

Technical assistance provided by the Program Officer, [NAME], has been consistently high quality and supportive.

I have had several conversations with [NAME] (now retired) of the USED Title III office and [NAME], also of the USED Title III office, with specific questions related to district practices with dual language immersion programs and the use of federal funds. Both staff members' responded at length with comprehensive information.

a webinar on equitable services to private schools

Support during the flex plan implementation.

Our state's program rep has been able to provide webinars to the Title III Administrator on the Title III Rules and Regulations.

My best customer service comes from [NAME]. Most of the time, he is available and returns call promptly.

Responsive to our inquiries and usually respond in a timely fashion.

Normally get very responsive feedback to questions.

Every interaction I have had with a staff from the U.S Department of Education has always been a good experience and helpful.

The state many federal findings from a prior administration. We have solved almost every single one of them and it could not have happened without the support and timely assistance from our program officer.

Discussion and guidance regarding AMAOs and ELs with disabilities.

My Title III Program Officer facilitated a Monitoring Visit in May. It was well coordinated and staffed and went very smoothly.

They have been very cooperative.

Q45. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

During the past 12 months I have only had positive interactions with my assigned staff member.

Lack of details and citations needed to support LEAs within our state.

Did not have any bad experiences.

n/a

N/A

NA

n/a

It seems that there used to be more information available to the SEAs through webinars. Now that is not the case. no reply that the documents via email were ever received.

I have asked for clarification regarding certain findings on our monitoring report but received no response.

Our agency has made several requests regarding some technical assistance related to program operation and has not yet received such documentation.

Waiting several weeks to get responses to address LEAs that have urgent questions due to SEA monitoring visit findings. Still waiting five months for a USED Title III Monitoring Report of my state. Not receiving this in a timely manner is affecting my credibility to hold LEAs accountable because the SEA is receiving a lot of push back. This is very frustrating.

While the webinar are helpful, the follow up can be frustrating. Sometimes questions come up in the webinar that can't be answered at that time, but we don't receive follow up all the time. I remember a webinar on Sped and ELLs. The three presentations seemed to be saying opposite things at times and seemed to be in conflict to each other. Another one presented scenarios on the ppt with the answers to follow--never did hear what the answers were. That may have been either the one on Sped issues or Translation issues. In any case, if you are going to have scenario or question slides as part of a presentation, please include the answers as part of the slide show so we may post them on our website for guidance to LEAs. Thank you for all you do. I know it is often a thankless job.

N/A

I don't have worst, but would like opportunities for more interaction.

None that I can think of.

I have not had a bad customer service experience during the past 12 months with the USED Title III program staff.

It took the OESE two months to approve an accountability workbook change. / Also, the fact that Title III was not included in the State's flexibility waiver has caused confusion within LEAs and brought back the silos of NCLB funds as they relate to the District's overall funding. / I got a very unprofessional email asking where my program officer asked why she was being brought into a conversation with OCR, "because there was nothing left to talk about". Turns out the OCR decision on that phone call to allow more flexibility to an LEA under investigation was completely different than the previous phone call. My program officer seemed annoyed and not willing to discuss innovative ways to meet requirements.

Discussion regarding ELs with disabilities that have been misplaced.

none

I really haven't had a bad experience. I just don't contact the USDE very often.

N/A

Difference in interpretation of section of the law.

I cannot think of a bad experience with the U.S Department of Education staff.

Guidance and information comes randomly. A predictable schedule of quality information released that provides clarity, constancy, and consistency would be great.

N/A

Waiting on Title III Monitoring Report for 3 months is problematic.

N/A

Q51. Finally, please describe how ED can improve its service to you.

Better, more navigable website; greater cooperation between and among programs; more regional visits/travel of staff to states for TA; better needs assessments performed prior to determining training topics; merging of the Title III monitoring group with OELA.

Be very specific with guidance. I was told years ago that "ambiguity was purposeful." That may be true but it does not support the work in states. / /

Provide clear and precise answers in a timely manner.

Continue the good work and interactions with our state.

However, I did register a complaint approximately one year ago and it seemed to be addressed!

Perhaps schedule quarterly calls with states and have an established agenda and reestablish webinars for all states.

What products and services are you asking about? in fy 13-14 there were 2 webinars? the best I get out of OESE is forwarded emails announcing information that other Titles or offices have prepared and released. I get more information about Title III from Title I and Title II, including where to find preliminary Title III allocation information, guidance on allowable expenses e.g. meals. I do not recall anything coming out of OESE since November 2013, except for how to register for the Title I and Title III meeting this July 2014. Ask OESE what they have done and then ask me, was X useful? It would shorten this survey.

Respond to inquiries regarding the legislation and corresponding implementation policies in a timely manner. If time is needed to research or check with legal staff, then indicate as such.

Please develop non-regulatory guidance in key areas for ALL ESEA programs.

For starters, I didn't know I could file a complaint. It would be great to spend some time learning our roles and responsibilities, and ALL the resources that are available to ensure we can do our jobs well. I learn things in a piece-meal way, tidbit by tidbit on my own. This is frustrating. / / It would be great if Directors' Meetings would be organized in a way to address the needs of New Directors. I do appreciate having had the opportunity to meet with my Specialist at these meetings. There needs to be more of that. / / I don't feel there is way to receive information in a timely way that helps me to support LEAs or hold them accountable as required. / /

It can improve response time to monitoring visits. Should not have to take years to close out a file. Also, please make visits more friendly and technical assistance-like. Like we do for LEAs. Compliance is important, but it is more important to explore ways improving even its within a bureaucracy. providing more webinars to new SEA coordinators on federal regulations and guidelines. Also, maybe hosting two national conferences a year.

More interaction, webinars? Updates?

To stay away, as much as possible, from one-size-fits all technical assistance (i.e. webinars). SEAs have different needs and it will be beneficial if OESE can provide a tiered, differentiated support system to address these needs. It will be also beneficial if there is a system where different SEAs can present practices that OESE has deemed best practices to other SEAs.

Training modules and resources to help administer the program more effectively
More frequent written updates/information related to Title III, a/o perhaps regional meetings with SEA Title III staff to address specific needs related to immigrant/refugee populations, and trends within geographic areas of the US.

There does not seem to be the same advocacy from Title III staff as there is with other programs, i.e. - flexibility waivers, lack of producing guidance documents.

Provide written guidance and webinars on major topics we discussed at the state directors' meeting over 1 1/2 years ago..

We are a non-waiver state. Most technical assistance, service and products are geared toward the waiver states. The non-waiver states get little to no guidance or support.

Align guidance & policy with statute with the real world situations in mind as much as possible.

OESE can improve by knowing the ins and the outs of all other program areas. There is a disconnect at times with other federal programs or initiatives. Also, program officers may not have been an administrator at the state level before, so knowledge and context can be lacking at times. All guidance seems to have a focus on compliance. We need to move passed this to think in terms of flexibility to close achievement and opportunity gaps. Often times the research seems dated and presentations seem to lack real world application and energy.

Education for Homeless Children and Youth Program – McKinney-Vento

CORE QUESTIONS

Q44. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Monthly phone conference with federal program director [NAME] and state coordinators. Questions answered, background information provided and previewed upcoming data collection requirements.

Webinars that discuss upcoming changes in data collection.

Promptly making a phone call to SEA after receiving an emailed question to the ONPE. She ([NAME]) spent a lot of time trying to ensure I understood the guidance and law.
great job

[NAME] is very efficient in answering calls and responses.

None at this time. Very new in role.

My best customer service experience has been the state coordinator workshops I have attended in the last 12 months

I do not go through USED for guidance. We are to go through NCHE for guidance. The previous page is only referring to the USED website, right? That site has the basics, law, guidance, etc. But there are no FAQ - although there is a link, it isn't live. I go to NCHE for all of my in depth information. It's not that the USED site is bad; it's fine for the basics, although it's still a little rough to navigate. I think it is better to have the separate websites with separate purposes.

I have accessed the NCHE helpline on several occasions. The NCHE staff will respond with a phone call or email to help with any homeless education issues where we need assistance. I especially appreciate that the NCHE staff has put the states into regional groups and we have quarterly phone calls to discuss issues with other states in our region. My regional coordinator (NCHE) staff person has helped with issues specific to my state and has help me make connections with other state coordinators around the same issues.

Received positive feedback on our outreach to preschool-age homeless students, which was very encouraging and supportive.

I had a question regarding a situation, and the U.S. Department of Education staff was responsive in a timely manner, with professionalism and thoroughness.

Staff that has worked directly with the USDOE team is no longer with our agency. We are training new staff to manage the program.

Immediate NCHE feedback on questions about a youth who was in an emergency situation.

Recently regarding the influx of refugees/immigrants - are they homeless and does the McKinney-Vento Act apply to them / * They have created work groups regarding state plans / * They have a "newbie" preconference that is excellent for new coordinators / * 1-800 # for any questions

In person interaction with staff at a conference/meeting

Q45. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

NA
Nothing comes to mind.

N/A

na

None at this time. Very new in role.

I did have one webinar that I could not get the slides, which was not a real problem

N/A

I cannot think of any situations that I would call bad customer service. NCHE has been so very helpful.

The attorney(s) put together a guidance document on new provisions for Title I-A set-asides that was (at first) over-complicated and seemingly contradictory. It took several weeks and a webinar to get clarity and a revised version. Not a big deal, but legal guidance like this should be written for a non-attorney audience.

N/A

Not applicable.

I'd tell you one if I could but I can't come up with one.

I called about something in particular and got a response, but the response did not apply in my state

No negative interaction

Q51. Finally, please describe how ED can improve its service to you.

Service is good. No complaints, actually, but EDEN could be a little more user friendly.

N/A Doing A GOOD JOB !

Just keep up the good work, thanks

Again, it is not that the OESE doesn't offer support. We just go through NCHE for direct support. If they don't know, they contact OESE. As state coordinators, we basically do the same thing. We have district liaisons we assist. We typically refer calls other than liaisons to their liaison first, and if they can't help the caller, we tell them to call us. OESE doesn't have the staff to provide the assistance we need. However, they do provide leadership, national coordination and goals, information regarding GANS, etc. So these survey questions are hard to answer, and I answered many as n/a or low, not because I am dissatisfied, but that their purpose is leadership, updates on laws, guidance, dear colleague letters, collaboration letters, and to let us know what is happening on a national level. Continue to update technical assistance products and services as issues in homeless education change.

See above.

Only because I am on the west coast, I would like to see the state coordinators meeting held either on the west coast every other year and/or somewhere in middle of the nation. It would be more cost effective as well as less time travel for those who are in far reached states.

Continue to work across offices at the USDOE and as much as possible align the requirements and purpose of the homeless program with other initiatives at USDOE.

Just more of the same

There seems to be a lack of coordination between OESE, OIG and the Chief Financial Officer at ED. SEA staff has been begging for assistance, and if there is a response, it seems to vanish down a deep, dark, hole, and nothing is ever resolved.

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)

NA

I do not work with the MV Act.

Continue to provide promising practices and/or highlighting other SEA protocols & processes. Continue having State Coordinator meetings--very helpful to meet with other State Coordinators in person and have US Dept of Ed there to provide information/answer questions.

N/A

Encourage the state of Hawaii to maintain the high standards of the state coordinator position for the McKinney-Vento program and homeless children in the state. The DOE is reorganizing and MVA may get overlooked in importance. At this time it is unclear as to how the MVA program will function in this state.

Undecided at this time. Very new in my role.

I have been looking at what NCHE is doing with help on State Plans and will be using that to look at my current state plan

Keep doing what they're doing.

Continue to update materials and webinars to keep them relevant to current and new issues.

Support regional State Coordinator meetings by allowing NCHE to provide technical assistance and support at these events. It is very costly (time and funds) for west coast states to attend DC meetings, and having parts of the meeting online just hasn't worked out.

Nothing. They do a great job!

Keep states informed of any program changes and always make yourselves available to answer state's questions.

Current directions and responsiveness meet my needs

I like the approach that they partner with NCHE for TA, especially with regards to the work groups on State Policy and State Plans. They are willing to come to my state to assist with developing a Needs Assessment, which is much needed to help with developing our State Plan and State Policies. I also think that they do an amazing job at the National Conference and even a better job at the State Coordinator's annual meeting. / / Their 1 800# is also super helpful when I have a question and need immediate gratification.

NCHE does a great job. They respond quickly. I don't even try to contact the Dept of Ed office because the response time is so slow. Just to create a connection between the state liaisons and the feds a quarterly webinar to be that contact point could be helpful.

Neglected and Delinquent State and Local Agency Programs

CORE QUESTIONS

Q44. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

The quarterly calls are very useful. especially when slides and handouts are shared in advance of the meetings.

A staff member sat down with me and helped me work through a problem in my home state.

I have had two experiences that stand out for me. Both involved me picking up the phone and actually being able to discuss my technical assistance request with a respondent that was very helpful. One of these situations was with the Federal Director and the other one was with the contracted provider. I was very happy with the accessibility.

The most effective component is the NDTAC National Conference each year.

The meeting held in Washington with informational sessions

I have not directly contacted OESE. I always go through NDTAC first.

My program manager ([NAME]) is very adept at providing information. I have found it useful.

The best customer service was the National Conference and having the opportunity to connect with others around the programming they do. The connections with [NAME] and [NAME] are always very helpful.

On an ongoing basis USDE Neglected and Delinquent Director and NDTAC discuss my questions collaboratively and they provide me with information to carry out the N&D program.

Q45. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

The staff has been very helpful. The challenge is with the vendors at some of the technical assistance agencies, especially when it comes to timeliness of follow-up, or responses at all.

N/A

N/A

Sometime it seems like we have too many conference calls concerning NDTAC.

N/A

I have not directly contacted OESE. I always go through NDTAC first.

I don't usually seek out technical assistance from the US Department staff, but rather through my technical assistance center (NDTAC)

I think the worse customer assistance is that those in Washington provide answers to situations that they themselves have never experienced, or even understand given the population of students and the isolation of work in the programs. It's very disheartening when people who have never taught believe they know what works. I think that is why the [NAME] and the [NAME] are great to listen to. It is not just those at that level it is also at the state, many times people just because they have a degree are given positions they really should not have as they are only paper qualified and not professionally qualified.

N/A

Q51. Finally, please describe how ED can improve its service to you.

In some situations, I think that it is important for OESE to take a stance on some of the more vague or unaddressed portions of the program. There have been some cases where areas of the program of this program have been implemented in the absence of a clear understanding of the intent of the law.

Searchable guidance would be very useful. Is there a one-stop system to make sense of Non-Regulatory guidance, EDGAR, Circulars, etc?

I think when we have meetings, webinars and such it would be great for them to have a clear definition and expectation for these programs. Since many times when you ask they go to Subpart 1 which is so vastly different than Subpart 2 and then within Subpart 2 give guidance around At-Risk programming, Delinquent and Neglect since these programming types all exist in our state but are clearly defined much different and calculated. When you ask about identification of programs you get well you determine how that happens and who gets the funding. However, if that is the case then the federal numbers are not accurate as there are a number of students not being counted, programs not funded and programs not supported. IF there is fear that allocations will be made smaller to an already small allocation for what an expectation is then how can we say as a program that we are helping students be successful and transition when most of these facilities and institutions are working on minimal

budgets. It is very frustrating to see and hear expectations when in my mind I know we have not identified every institution serving children and when I ask I get a blanket statement and not true guidance

I always want specific information/ program interpretation to carry out the N&D program. However USDE provides general guidance for state interpretation, so what I'm asking for may not be possible.

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?

The assistance I receive is based on my need and handled efficiently and effectively.

I believe my NDTAC Liaison was new, so it always took a little longer to get a response. Of course, I would love to get more "yes/no" answers, but I understand that the law is left open for flexibility purposes.

Please provide guidance as soon as possible about performance measures for monitoring.

Monitoring of CSPR work went well especially since we are developing the application to gather the information required

Not sure. Being a veteran N&D Coordinator my needs are less than a new coordinator. NDTAC has been instrumental in building my knowledge through the years.

Follow-up and timely responses to questions would be helpful.

Please help the TA provider have a clearer understanding of the CSRP requirements. They were not clear on what was needed when seeking follow-up information on behalf of the program office.

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

CORE QUESTIONS

Q25. What reporting system do you use for reporting accountability data? (Other specify)

unknown, I do not submit the report

Email

Q44. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Rapid response.

telephone assistance

[NAME], Title VIB- REAP leader, responds to questions within hours of an email and is usually available by phone.
[NAME], Title IIA program, answered the one question I had for her within hours.

We had a very successful interchange with staff to get G5 reopened in order to draw down funding that was not drawn down on the 12/30/13 deadline.

Personal phone calls from my new REAP program officer.

email and phone items were very prompt

Support for new state program officer

Contact with RLIS staff is always customer friendly.

Q45. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

redesign of USDE website

I have not had a bad experience in the past 12 months, but I've had terrible service from previous program officers. Since I've been administering these programs for some years, the numbers of questions I ask have diminished.

There have been no bad customer service experiences in the past 12 months.

can't think of one

n/a

none that i can think of

Q51. Finally, please describe how ED can improve its service to you.

faster response times to telephone and email inquiries

I am please with the products and services just as they are.

Provide another webinar to teach me how to use the "new" data submission website.

no additional input

Provide month at a glance outlines to assist new program officers.

Overall - coordination of guidance and services among program offices is important. Sometimes there are mixed messages.

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.

The director and [NAME] both presented at different time concerning the TLC program. Their message, comments, and facts were the same. Thus, it was clear they had collaborated about this project.

Q44. Describe your best customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

When they did the audit of our services, they were very professional, asked questions and genuinely seemed like they wanted to learn about what we are doing.

I staff member was very honest and told me they did not know the answer. However, they added they would find out the answer and get back to me. I was called back within an hour.

Have not had any need to use customer service. Very satisfied with how the system works

Federal programs

Q45. Describe your worst customer service experience during the past 12 months with the U.S. Department of Education staff who work on this program.

Sometimes, when communication goes from fed to state to district, things get lost. Not sure whom to blame, just stating facts.

Many of the voicemail messages are outdated. They say "I will be out of the office during the week of..." and that was in reference to many months ago. Thus, you are not sure if they listen to the messages, if you should try to contact someone else, or when you should expect at call back.

None

none at this time

Q51. Finally, please describe how ED can improve its service to you.

Eliminate middle man (State of Idaho)

Get more information, get it our sooner, and have all details at the time of the first communication.

None

**Appendix D:
Explanation of Significant
Difference Scores**

Explanation of Significant Difference Scores

There are tables depicted throughout this report that compare 2014 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.