

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

Fiscal Year 2015 Grantee Satisfaction Survey

Final Report
October 2015





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Chapter I Introduction and Methodology

This report is produced by the Federal Consulting Group (FCG) and 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 and its causes and effects for seven economic sectors, 41 industries, more than 200 private sector companies, two types of local government services, the U.S. Postal Service, and the Internal Revenue Service. ACSI has measured more than 100 programs of federal government agencies since 1999. This allows benchmarking between the public and private sectors and provides information unique to each agency on how activities that interface with the public affect the satisfaction of customers. The effects of satisfaction are estimated, in turn, on specific objectives, such as public trust.

Segment Choice

A total of 34 programs participated in the FY 2015 Grantee Satisfaction Survey for the U.S. Department of Education. Eight of these programs are participating for the first time, while 26 programs have been measured previously.

Data Collection

Each of the 34 participating programs provided a list of grantees to be contacted for the survey. Data were collected from June 23rd, 2015 to August 14th, 2015 through e-mail invitations that directed respondents to an online survey. In order to increase response, reminder e-mails were sent periodically to non-responders and phone call reminders were also placed. A total of 940 valid responses were collected for a response rate of 45 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	Invites	Valid Completes	Response Rate	CSI
Native American and Alaska Native Children in School Program	42	9	21%	90
High School Equivalency Program – Migrant Education	42	25	60%	81
Indian Education Formula Grants to Local Educational Agencies & National Activities	190	58	31%	80
Education for Homeless Children and Youth – McKinney-Vento	56	37	66%	78
Adult Education and Family Literacy to State Directors of Adult Education	57	38	67%	75
School Climate Transformation Grants/Local Education Agency	71	45	63%	75
National Professional Development Program	179	69	39%	73
Race to the Top – Early Learning Challenge Fund	20	19	95%	73
Project Prevent	22	19	86%	73
Tribally Controlled Colleges and Universities	47	13	28%	72
Carl D. Perkins Career and Technical Education State Directors	50	23	46%	71
Mathematics and Science Partnerships	95	35	37%	71
Educational Opportunity Center	123	72	59%	70
Payments for Federal Property (Section 8002)	214	48	22%	70
Elementary and Secondary School Counseling Program	40	17	43%	69
Improving Basic Programs Operated by Local Educational Agencies – Title I	59	15	25%	68
Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)	93	29	31%	67
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)	112	86	77%	67
Strengthening Institutions Programs	181	102	56%	67
Alaska Native Education (ANE) Program	47	26	55%	67
Neglected and Delinquent State and Local Agency Programs	53	30	57%	67
Fulbright-Hays Doctoral Dissertation Research Abroad	56	29	52%	65
Payments for Federally Connected Children (Section 8003)	199	66	33%	64
Migrant Education Programs (Title I, Part C)	47	30	64%	64
Overall	2100	940	45%	



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

Program	Invites	Valid Completes	Response Rate	CSI
Rural Education Achievement Program/Small, Rural School Achievement Program	160	29	18%	64
Lead Agency Early Intervention Coordinators (Part C)	62	22	35%	63
Rural Education Achievement Program/Rural and Low Income School Program	56	23	41%	62
State Directors of Special Education (Part B)	60	17	28%	61
School Climate Transformation Grants/State Department of Education	12	7	58%	59
School Improvement Fund	109	21	19%	58
English Language Acquisition State Grants (Title III State Formula Grants)	52	22	42%	56
21st Century Community Learning Centers	54	29	54%	54
Improving Teacher Quality State Grants	53	19	36%	50
Striving Readers Comprehensive Literacy Program	11	5	45%	45
Overall	629	194	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 Appendix A. The 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 and was altered slightly in 2015. 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.



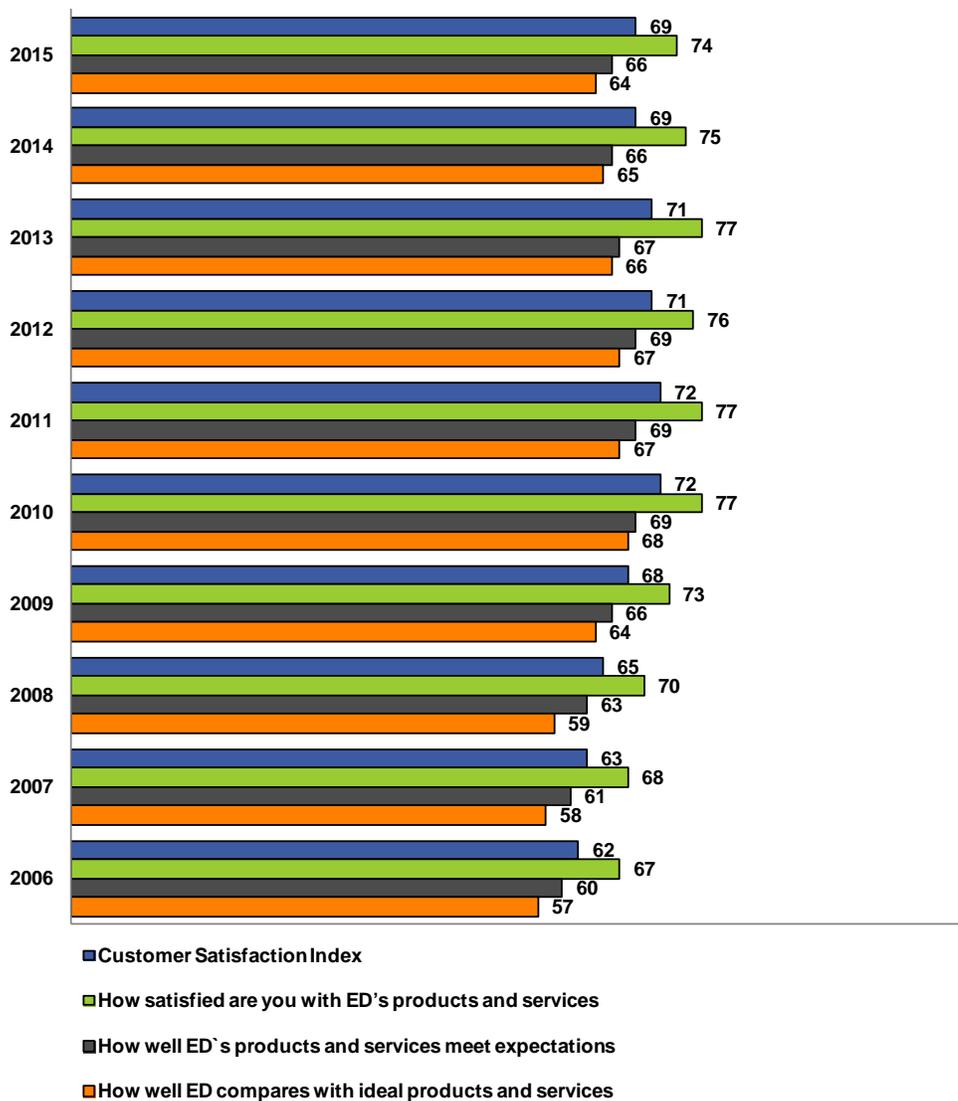
Chapter II Survey Results

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 2015 Customer Satisfaction Index (CSI) for the Department of Education grantees is 69. This equals last year’s score and is on par with the results of the past several years. Satisfaction grew steadily at the aggregate level in the late 2000s before leveling off in recent years with scores in the upper 60s or low 70s.

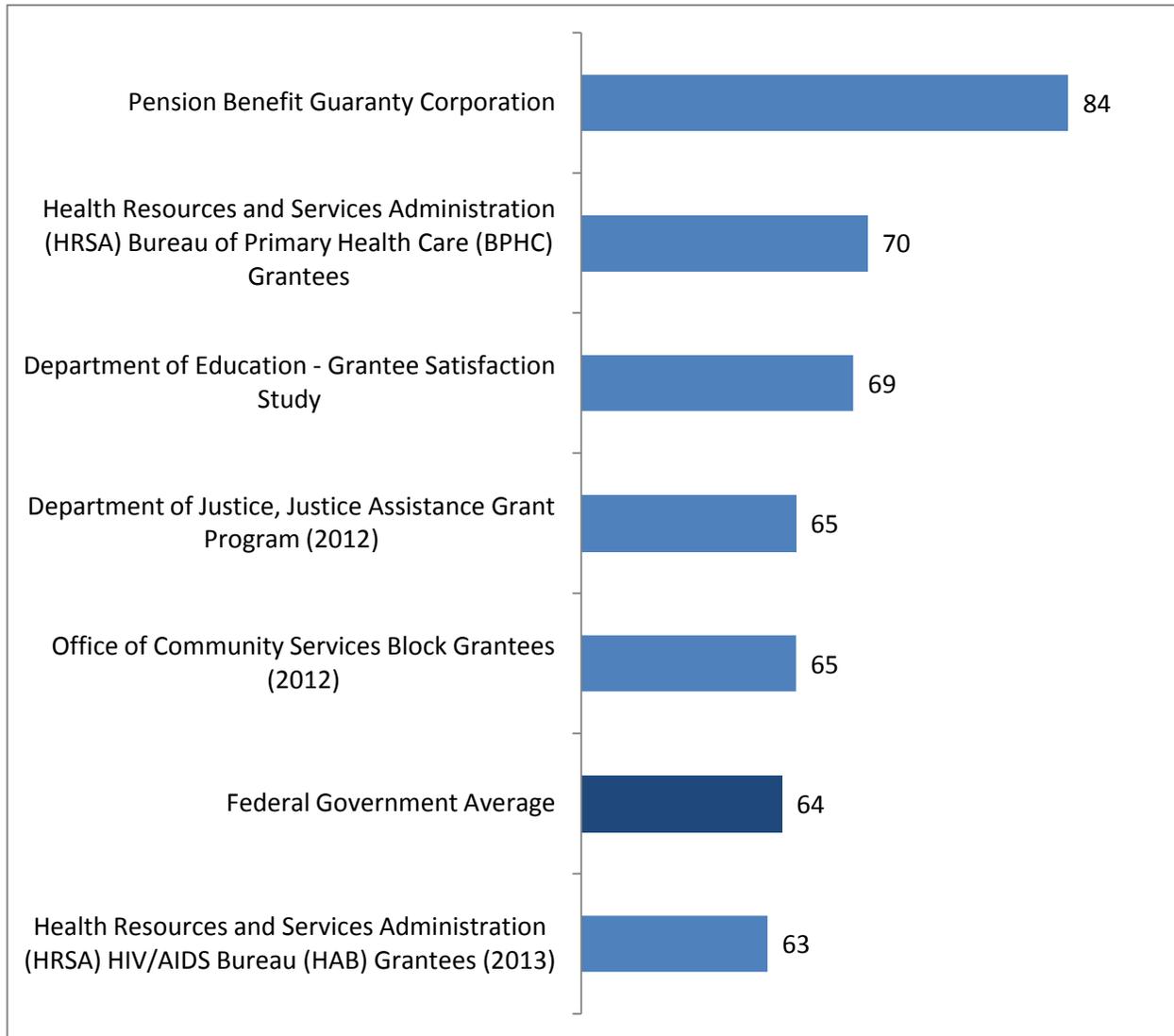
Customer Satisfaction Index 2006 – 2015





The chart below compares the satisfaction score of the Department with satisfaction scores from other federal grant awarding agencies taken over the past few years and the most recent (January 2014) annual overall federal government average. The Department is now 5 points above the federal government average of 64 after it fell 2 points from its previous measurement.

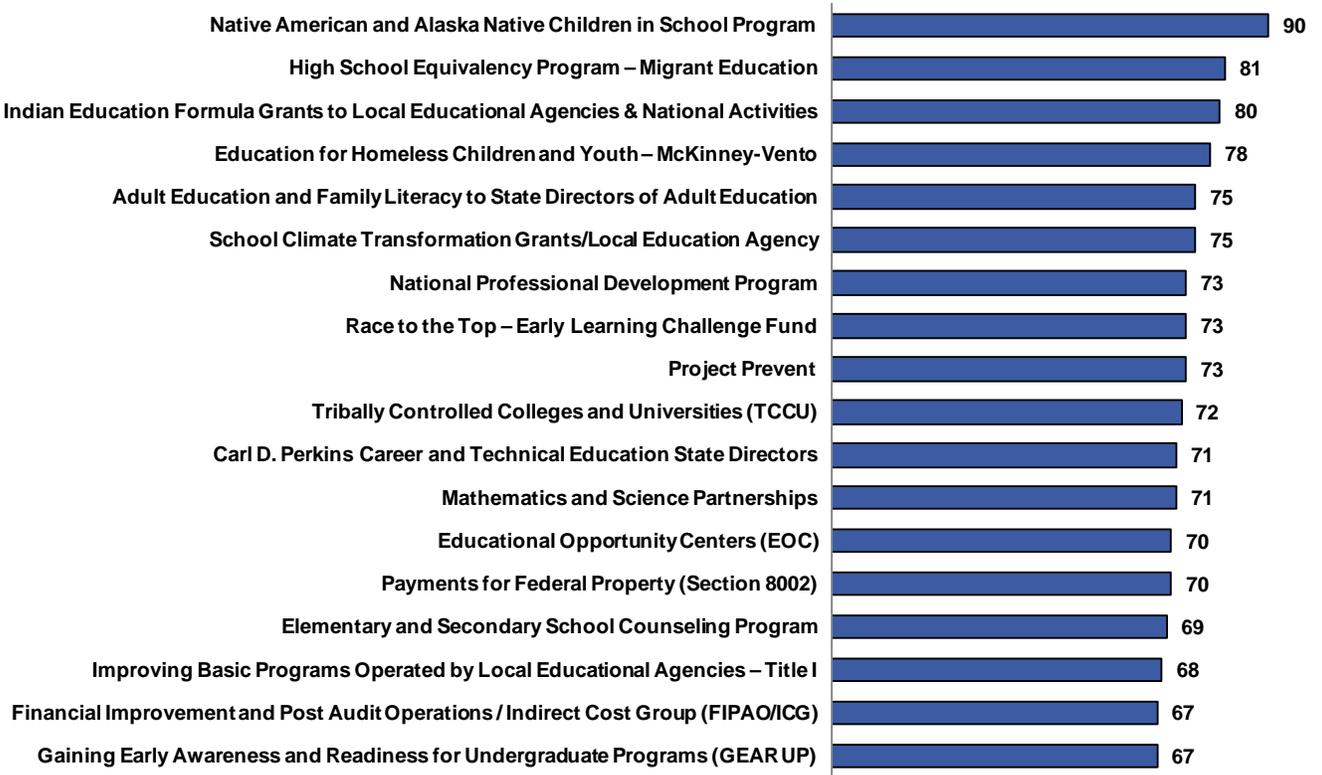
Satisfaction Benchmarks





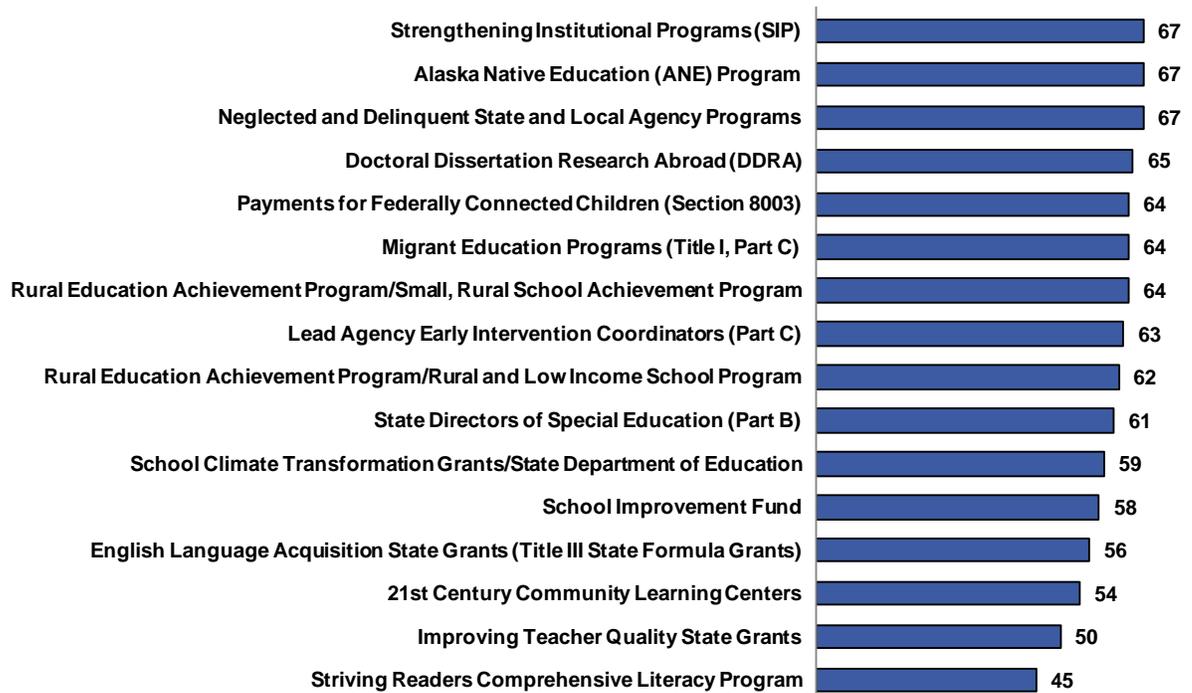
On the next two pages are satisfaction scores by program. The first shows the programs that had statistically significant results at a 90% confidence interval of +/- 5 points. The second on the next page shows those that did not have a statistically significant result at that level of confidence.

Customer Satisfaction Index - Scores by Program





Customer Satisfaction Index (cont.) – Scores by Program



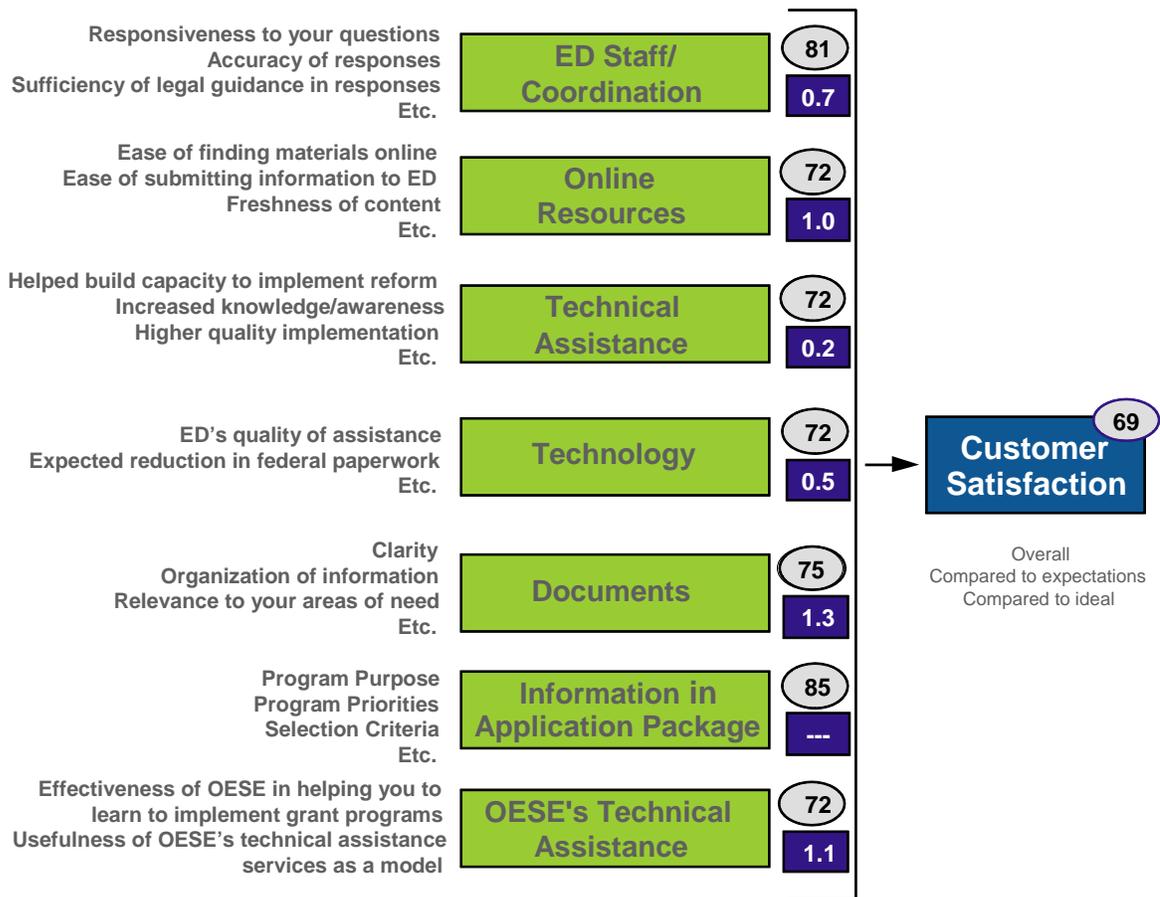


Customer Satisfaction Model

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. Each agency 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 Customer 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.

2015 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 (75 to 80), the Customer Satisfaction Index would increase by the amount of its impact, 1.3 points, (from 69 to 70.3). *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

The Technology component score fell 2 points in 2015, though the change was not statistically significant. The directional change was driven by a 2 point drop in the rating given for the effectiveness in using technology to deliver the Department’s services and a single point decline in the expected reduction in Federal paperwork. The other two Technology attributes – the Department’s quality of assistance and the effectiveness of the automated process in improving state and LEA reporting – each edged a point higher.

Technology - Aggregate Scores

	2014	2015	Difference	Significant Difference
	Scores			
Sample Size	1,390	1,134		
Technology	74	72	-2	
ED's effectiveness in using technology to deliver its services	76	74	-2	
ED's quality of assistance	75	76	1	
Effectiveness of automated process in improving state/LEA reporting	72	73	1	
Expected reduction in federal paperwork	66	65	-1	

*Statistically significant difference from 2014 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 43, for Striving Readers Comprehensive Literacy Program, to 87, for High School Equivalency Program – Migrant Education. Seven programs recorded Technology scores in the 80s, which generally indicate a very high level of performance. Scores in the 70s are still regarded as good, and 11 programs fall within this range in terms of their Technology rating. The remaining programs have scores in the 60s or lower, making this aspect of the engagement an area of focus.



Technology - Scores by Program

Program	Technology
High School Equivalency Program – Migrant Education	87
Race to the Top – Early Learning Challenge Fund	86
Native American and Alaska Native Children in School Program	85
Adult Education and Family Literacy to State Directors of Adult Education	85
Indian Education Formula Grants to Local Educational Agencies & National Activities	82
Educational Opportunity Centers (EOC)	80
Education for Homeless Children and Youth – McKinney-Vento	80
School Climate Transformation Grants/Local Education Agency	79
Project Prevent	79
Carl D. Perkins Career and Technical Education State Directors	76
Payments for Federal Property (Section 8002)	75
Elementary and Secondary School Counseling Program	75
Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)	74
Mathematics and Science Partnerships	74
Lead Agency Early Intervention Coordinators (Part C)	72
Neglected and Delinquent State and Local Agency Programs	72
Rural Education Achievement Program/Small, Rural School Achievement Program	72
National Professional Development Program	70
Doctoral Dissertation Research Abroad (DDRA)	69
Strengthening Institutional Programs (SIP)	69
Migrant Education Programs (Title I, Part C)	69
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)	68
Tribally Controlled Colleges and Universities (TCCU)	68
State Directors of Special Education (Part B)	67
Payments for Federally Connected Children (Section 8003)	67
Rural Education Achievement Program/Rural and Low Income School Program	66
21st Century Community Learning Centers	65
Alaska Native Education (ANE) Program	64
School Improvement Fund	63
Improving Basic Programs Operated by Local Educational Agencies – Title I	63
English Language Acquisition State Grants (Title III State Formula Grants)	62
School Climate Transformation Grants/State Department of Education	59
Improving Teacher Quality State Grants	51
Striving Readers Comprehensive Literacy Program	43



Documents

Impact 1.3

The Documents component fell 2 points, down to 75 in 2015. Although the score of 75 is not a poor score, the high impact that this component wields onto satisfaction makes this area a top priority for programs. In targeting specific areas for improvements as they pertain to the Department’s documentation, programs should look to add more relevant detail to address the needs of grantees as well as address the scope of issues faced by grantees in a more comprehensive manner. At the aggregate level, the ratings for these particular attributes each fell by 3 points since last year. Additional common suggestions made by grantees throughout the verbatim comments provided included the need to present the guidance documents in plain English and avoid legal jargon where possible. Ensuring that new directives and useful guidance are distributed in written format is important and should continue to be a focus in terms of not only maintaining the favorable Documents rating but driving it higher in an effort of improving overall satisfaction.

Documents - Aggregate Scores

	2014	2015	Difference	Significant Difference
	Scores			
Sample Size	1,390	1,134		
Documents	77	75	-2	↓
Clarity	77	75	-2	↓
Organization of information	78	77	-1	
Sufficiency of detail to meet your program needs	77	74	-3	↓
Relevance to your areas of need	79	77	-2	↓
Comprehensiveness in addressing the scope of issues that you face	76	73	-3	↓

*Statistically significant difference from 2014 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 42 for the Striving Readers Comprehensive Literacy Program, to 91, for Native American and Alaska Native Children in School Program. For many programs, Documents is an area of strength, as six programs rate it 80 or above. However, 11 programs recorded Documents scores at 80 or higher in the 2014 survey period. Another 15 programs rate Documents in the 70s, while 8 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
Native American and Alaska Native Children in School Program	91
High School Equivalency Program – Migrant Education	89
Education for Homeless Children and Youth – McKinney-Vento	86
Improving Basic Programs Operated by Local Educational Agencies – Title I	83
Indian Education Formula Grants to Local Educational Agencies & National Activities	82
National Professional Development Program	80
Adult Education and Family Literacy to State Directors of Adult Education	79
Carl D. Perkins Career and Technical Education State Directors	79
School Climate Transformation Grants/Local Education Agency	78
Project Prevent	78
Race to the Top – Early Learning Challenge Fund	77
Elementary and Secondary School Counseling Program	77
Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)	77
Neglected and Delinquent State and Local Agency Programs	77
Mathematics and Science Partnerships	76
School Climate Transformation Grants/State Department of Education	75
Lead Agency Early Intervention Coordinators (Part C)	74
Rural Education Achievement Program/Small, Rural School Achievement Program	74
Migrant Education Programs (Title I, Part C)	74
Payments for Federal Property (Section 8002)	70
Alaska Native Education (ANE) Program	70
English Language Acquisition State Grants (Title III State Formula Grants)	69
State Directors of Special Education (Part B)	68
Payments for Federally Connected Children (Section 8003)	67
Rural Education Achievement Program/Rural and Low Income School Program	67
School Improvement Fund	66
21st Century Community Learning Centers	63
Improving Teacher Quality State Grants	58
Striving Readers Comprehensive Literacy Program	42
Educational Opportunity Centers (EOC)	--
Doctoral Dissertation Research Abroad (DDRA)	--
Strengthening Institutional Programs (SIP)	--
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)	--
Tribally Controlled Colleges and Universities (TCCU)	--

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



ED Staff/Coordination

Impact 0.7

Similar to the observations of the Documents component, ED Staff/Coordination also experienced a statistically significant score decline in 2015, down 3 points since last measured. The component score itself, along with all of its attributes are still rated in the 80s, indicating a high level of performance. However, collaboration with other Department programs, responsiveness by staff and other related measures should be monitored going forward as further score declines in these areas are likely to have a negative effect on the overall level of satisfaction by grantees. Suggested areas of focus include conducting more frequent onsite visits as these are mentioned by grantees as being particularly useful and summarizing monthly calls in written form to provide additional documentation as a reference point for individuals.

ED Staff/Coordination - Aggregate Scores

	2014	2015	Difference	Significant Difference
	Scores			
Sample Size	1,390	1,134		
ED Staff/Coordination	84	81	-3	↓
Knowledge of relevant legislation, regulations, policies, and procedures	86	84	-2	↓
Responsiveness to your questions	82	80	-2	↓
Accuracy of responses	86	84	-2	↓
Sufficiency of legal guidance in responses	83	81	-2	↓
Consistency of responses with ED staff from different program offices	80	80	0	
Collaboration with other ED programs or offices in providing relevant services	83	80	-3	↓

*Statistically significant difference from 2014 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix D.*

There is a wide range of Staff scores at the individual program level – ranging from a 59 for the Striving Readers Comprehensive Literacy Program to a 96 for the Native American and Alaska Native Children in School Program. Demonstrating the strong performance in general, only three programs have an ED Staff/Coordination score below 70, with six at 90 or above.



ED Staff/Coordination - Scores by Program

Program	ED Staff/ Coordination
Native American and Alaska Native Children in School Program	96
School Climate Transformation Grants/Local Education Agency	94
High School Equivalency Program – Migrant Education	93
Race to the Top – Early Learning Challenge Fund	92
Education for Homeless Children and Youth – McKinney-Vento	91
Project Prevent	90
Rural Education Achievement Program/Small, Rural School Achievement Program	88
Indian Education Formula Grants to Local Educational Agencies & National Activities	87
Mathematics and Science Partnerships	86
Improving Basic Programs Operated by Local Educational Agencies – Title I	86
Adult Education and Family Literacy to State Directors of Adult Education	85
Elementary and Secondary School Counseling Program	85
School Climate Transformation Grants/State Department of Education	84
Carl D. Perkins Career and Technical Education State Directors	83
Neglected and Delinquent State and Local Agency Programs	83
Tribally Controlled Colleges and Universities (TCCU)	82
National Professional Development Program	81
Payments for Federal Property (Section 8002)	81
Rural Education Achievement Program/Rural and Low Income School Program	81
State Directors of Special Education (Part B)	80
Lead Agency Early Intervention Coordinators (Part C)	80
Alaska Native Education (ANE) Program	80
Migrant Education Programs (Title I, Part C)	80
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)	79
Doctoral Dissertation Research Abroad (DDRA)	78
Educational Opportunity Centers (EOC)	78
Strengthening Institutional Programs (SIP)	78
Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)	77
21st Century Community Learning Centers	73
Payments for Federally Connected Children (Section 8003)	71
School Improvement Fund	70
Improving Teacher Quality State Grants	69
English Language Acquisition State Grants (Title III State Formula Grants)	67
Striving Readers Comprehensive Literacy Program	59



Online Resources

Impact 1.0

Online Resources (72) gained a point this year, with a significant 2-point increase in the rating for the ease of submitting information to the Department via the website. The ease of navigation rating also increased 2 points, from 69 to 71. All other attributes related to Online Resources either gained a single point or held steady from last year's measurement. At 69, the ease of finding materials online is the only attribute to score below 70 and should be targeted as an area of opportunity in improving the overall rating for Online Resources. Specifically, the search engine was mentioned by several grantees as being inadequate, making it difficult to find specific documents even when the title is known. Improving the performance of the search engine in returning more relevant results will likely result in improvements in a number of Online Resources attributes.

Online Resources - Aggregate Scores

	2014	2015	Difference	Significant Difference
	Scores			
Sample Size	1,390	1,134		
Online Resources	71	72	1	
Ease of finding materials online	69	69	0	
Ease of submitting information to ED via the web	73	75	2	↑
Freshness of content	72	72	0	
Ability to accomplish what you want on the site	71	72	1	
Ease of reading the site	72	73	1	
Ease of navigation	69	71	2	

*Statistically significant difference from 2014 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix D.*

There is an especially wide range in Online Resources scores, from 91 for Native American and Alaska Native Children in School Program to a 29 for the Striving Readers Comprehensive Literacy Program. The majority of programs score in the 70s or higher indicating a satisfactory to high level of performance. The programs that score in the 60s or below should examine this aspect of the service they provide to grantees, looking for ways to enhance the Online Resources they offer.



Online Resources - Scores by Program

Program	Online Resources
Native American and Alaska Native Children in School Program	91
High School Equivalency Program – Migrant Education	85
Indian Education Formula Grants to Local Educational Agencies & National Activities	81
Adult Education and Family Literacy to State Directors of Adult Education	79
School Climate Transformation Grants/Local Education Agency	78
Mathematics and Science Partnerships	78
National Professional Development Program	78
Project Prevent	77
Educational Opportunity Centers (EOC)	76
Rural Education Achievement Program/Small, Rural School Achievement Program	75
Race to the Top – Early Learning Challenge Fund	74
Tribally Controlled Colleges and Universities (TCCU)	74
Payments for Federal Property (Section 8002)	74
Strengthening Institutional Programs (SIP)	72
Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)	72
Payments for Federally Connected Children (Section 8003)	72
Rural Education Achievement Program/Rural and Low Income School Program	71
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)	71
Education for Homeless Children and Youth – McKinney-Vento	70
Neglected and Delinquent State and Local Agency Programs	70
Carl D. Perkins Career and Technical Education State Directors	68
School Climate Transformation Grants/State Department of Education	67
Lead Agency Early Intervention Coordinators (Part C)	67
Improving Basic Programs Operated by Local Educational Agencies – Title I	66
Alaska Native Education (ANE) Program	66
Doctoral Dissertation Research Abroad (DDRA)	64
Elementary and Secondary School Counseling Program	63
State Directors of Special Education (Part B)	63
21st Century Community Learning Centers	61
School Improvement Fund	61
Migrant Education Programs (Title I, Part C)	59
Improving Teacher Quality State Grants	55
English Language Acquisition State Grants (Title III State Formula Grants)	55
Striving Readers Comprehensive Literacy Program	29



Technical Assistance

Impact 0.2

After debuting with a score of 76 in 2014, the Technical Assistance rating regressed to a 72 this year, with declines in all five of its attributes. The largest decline was had for the increased knowledge/awareness regarding key issues attribute which fell 6 points to a 71. While all ratings related to Technical Assistance remain in the 70s, this area should be monitored given its across the board decreases. Although this component carries a low impact on satisfaction at this time, a further slide in scores could bring with it an increased impact and ultimately a lower level of overall satisfaction.

Technical Assistance - Aggregate Scores

	2014	2015	Difference	Significant Difference
	Scores			
Sample Size	1,390	1,134		
Technical Assistance	76	72	-4	↓
Department Staff - Helped build capacity to implement reform	75	70	-5	↓
Department-Funded Tech Assistance Providers - Helped build capacity to implement	74	71	-3	↓
Increased knowledge/awareness regarding key issues	77	71	-6	↓
Higher quality implementation of this program	79	75	-4	↓
State was able to develop, improve, or support promising practices	77	73	-4	↓

*Statistically significant difference from 2014 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix D.*

Technical Assistance is another component with a wide spread in program scores, with the Native American and Alaska Native Children in School Program (94) and Striving Readers Comprehensive Literacy Program (53) again anchoring the two ends of the scoring spectrum.



Technical Assistance - Scores by Program

Program	Technical Assistance
Native American and Alaska Native Children in School Program	94
Tribally Controlled Colleges and Universities (TCCU)	94
Education for Homeless Children and Youth – McKinney-Vento	90
High School Equivalency Program – Migrant Education	84
School Climate Transformation Grants/Local Education Agency	84
Project Prevent	83
Lead Agency Early Intervention Coordinators (Part C)	83
Elementary and Secondary School Counseling Program	83
Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)	81
Adult Education and Family Literacy to State Directors of Adult Education	79
Rural Education Achievement Program/Small, Rural School Achievement Program	79
Race to the Top – Early Learning Challenge Fund	79
National Professional Development Program	77
Doctoral Dissertation Research Abroad (DDRA)	77
Mathematics and Science Partnerships	76
Payments for Federal Property (Section 8002)	76
Neglected and Delinquent State and Local Agency Programs	76
Migrant Education Programs (Title I, Part C)	76
Strengthening Institutional Programs (SIP)	69
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)	69
Carl D. Perkins Career and Technical Education State Directors	69
Alaska Native Education (ANE) Program	69
State Directors of Special Education (Part B)	68
Educational Opportunity Centers (EOC)	66
School Climate Transformation Grants/State Department of Education	66
Improving Basic Programs Operated by Local Educational Agencies – Title I	66
School Improvement Fund	66
Indian Education Formula Grants to Local Educational Agencies & National Activities	64
21st Century Community Learning Centers	63
Rural Education Achievement Program/Rural and Low Income School Program	61
Payments for Federally Connected Children (Section 8003)	60
English Language Acquisition State Grants (Title III State Formula Grants)	60
Improving Teacher Quality State Grants	55
Striving Readers Comprehensive Literacy Program	53



OESE Technical Assistance

Impact 1.1

This component was asked only of the programs within the Office of Elementary and Secondary Education (OESE) program office participating in the survey. OESE Technical Assistance again has a high impact on satisfaction with an impact value of 1.1. The overall component score fell 2 points this year, but the decline was not statistically significant. The effectiveness of OESE in helping grantees learn to implement grant programs attribute score decline of 3 points was statistically significant. However, the lowest scoring attribute remains the usefulness of OESE’s technical assistance services as a model at 66.

OESE Technical Assistance - Aggregate Scores

	2014	2015	Difference	Significant Difference
	Scores			
Sample Size	1,390	1,134		
OESE's Technical Assistance	74	72	-2	
Effectiveness of OESE in helping you learn to implement grant programs	77	74	-3	↓
Usefulness of OESE’s technical assistance services as a model	68	66	-2	

*Statistically significant difference from 2014 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix D.*

Technical Assistance scores range from 39 to 87, with four programs in the 80s, ten in the 70s and eight programs having scores below 70. For these eight programs, it is especially important that the technical assistance they are providing be examined and enhanced to provide more useful and effective support to grantees.



OESE Technical Assistance - Scores by Program

Program	OESE's Technical Assistance
High School Equivalency Program – Migrant Education	87
Indian Education Formula Grants to Local Educational Agencies & National Activities	85
Education for Homeless Children and Youth – McKinney-Vento	83
School Climate Transformation Grants/Local Education Agency	81
Race to the Top – Early Learning Challenge Fund	77
Project Prevent	75
Mathematics and Science Partnerships	75
Neglected and Delinquent State and Local Agency Programs	75
Payments for Federal Property (Section 8002)	73
Elementary and Secondary School Counseling Program	72
Improving Basic Programs Operated by Local Educational Agencies – Title I	72
Rural Education Achievement Program/Small, Rural School Achievement Program	71
Migrant Education Programs (Title I, Part C)	71
Alaska Native Education (ANE) Program	70
Payments for Federally Connected Children (Section 8003)	69
Rural Education Achievement Program/Rural and Low Income School Program	62
School Improvement Fund	60
21st Century Community Learning Centers	59
School Climate Transformation Grants/State Department of Education	57
English Language Acquisition State Grants (Title III State Formula Grants)	53
Improving Teacher Quality State Grants	48
Striving Readers Comprehensive Literacy Program	39
Native American and Alaska Native Children in School Program	--
Tribally Controlled Colleges and Universities (TCCU)	--
Lead Agency Early Intervention Coordinators (Part C)	--
Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)	--
Adult Education and Family Literacy to State Directors of Adult Education	--
National Professional Development Program	--
Doctoral Dissertation Research Abroad (DDRA)	--
Strengthening Institutional Programs (SIP)	--
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)	--
Carl D. Perkins Career and Technical Education State Directors	--
State Directors of Special Education (Part B)	--
Educational Opportunity Centers (EOC)	--

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. The component score of 85 matches last year's result, while most attributes were largely rated the same as last year as well. These very high scores indicate a high level of performance by the OPE programs in this regard and current policies and procedures surrounding the information provided in application packages should be maintained.

Information in Application Package - Aggregate Scores

	2014	2015	Difference	Significant Difference
	Scores			
Sample Size	1,390	1,134		
Information in Application Package	85	85	0	
Program Purpose	86	86	0	
Program Priorities	85	86	1	
Selection Criteria	85	83	-2	
Review Process	81	81	0	
Budget Information and Forms	82	83	1	
Deadline for Submission	87	89	2	
Dollar Limit on Awards	85	86	1	
Page Limitation Instructions	86	86	0	
Formatting Instructions	84	84	0	
Program Contact	87	88	1	

*Statistically significant difference from 2014 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. Tribally Controlled Colleges and Universities (TCCU) has the highest score at 92, while all four remaining programs have scores in the 80s.



Information in Application Package - Scores by Program

Program	Information in Application Package
Tribally Controlled Colleges and Universities (TCCU)	92
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)	86
Strengthening Institutional Programs (SIP)	85
Educational Opportunity Centers (EOC)	85
Doctoral Dissertation Research Abroad (DDRA)	83
High School Equivalency Program – Migrant Education	--
Indian Education Formula Grants to Local Educational Agencies & National Activities	--
Education for Homeless Children and Youth – McKinney-Vento	--
School Climate Transformation Grants/Local Education Agency	--
Race to the Top – Early Learning Challenge Fund	--
Project Prevent	--
Mathematics and Science Partnerships	--
Neglected and Delinquent State and Local Agency Programs	--
Payments for Federal Property (Section 8002)	--
Elementary and Secondary School Counseling Program	--
Improving Basic Programs Operated by Local Educational Agencies – Title I	--
Rural Education Achievement Program/Small, Rural School Achievement Program	--
Migrant Education Programs (Title I, Part C)	--
Alaska Native Education (ANE) Program	--
Payments for Federally Connected Children (Section 8003)	--
Rural Education Achievement Program/Rural and Low Income School Program	--
School Improvement Fund	--
21st Century Community Learning Centers	--
School Climate Transformation Grants/State Department of Education	--
English Language Acquisition State Grants (Title III State Formula Grants)	--
Improving Teacher Quality State Grants	--
Striving Readers Comprehensive Literacy Program	--
Native American and Alaska Native Children in School Program	--
Lead Agency Early Intervention Coordinators (Part C)	--
Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)	--
Adult Education and Family Literacy to State Directors of Adult Education	--
National Professional Development Program	--
Carl D. Perkins Career and Technical Education State Directors	--
State Directors of Special Education (Part B)	--

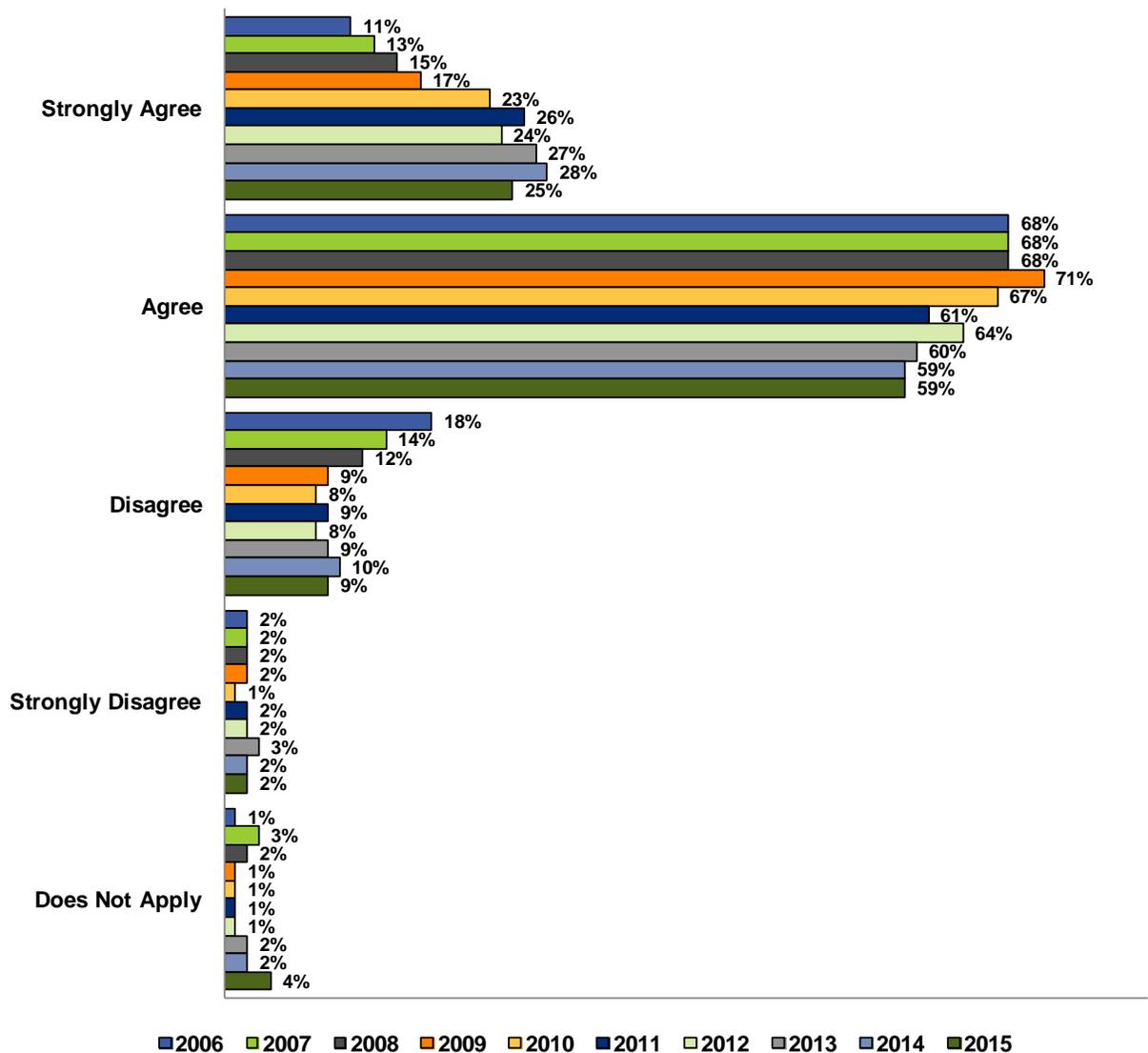
Scores are not listed for programs where the questions were not asked.



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 ninth year. Respondents rate their satisfaction with all of the Department’s products and services on a four-point scale. This year, 84% responded ‘Agree’ or ‘Strongly Agree’, which is a three percentage point decline from last year. Nine percent disagree and just 2% 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 five years, only one percent of all respondents report that they formally complained to the Department within the past six months.

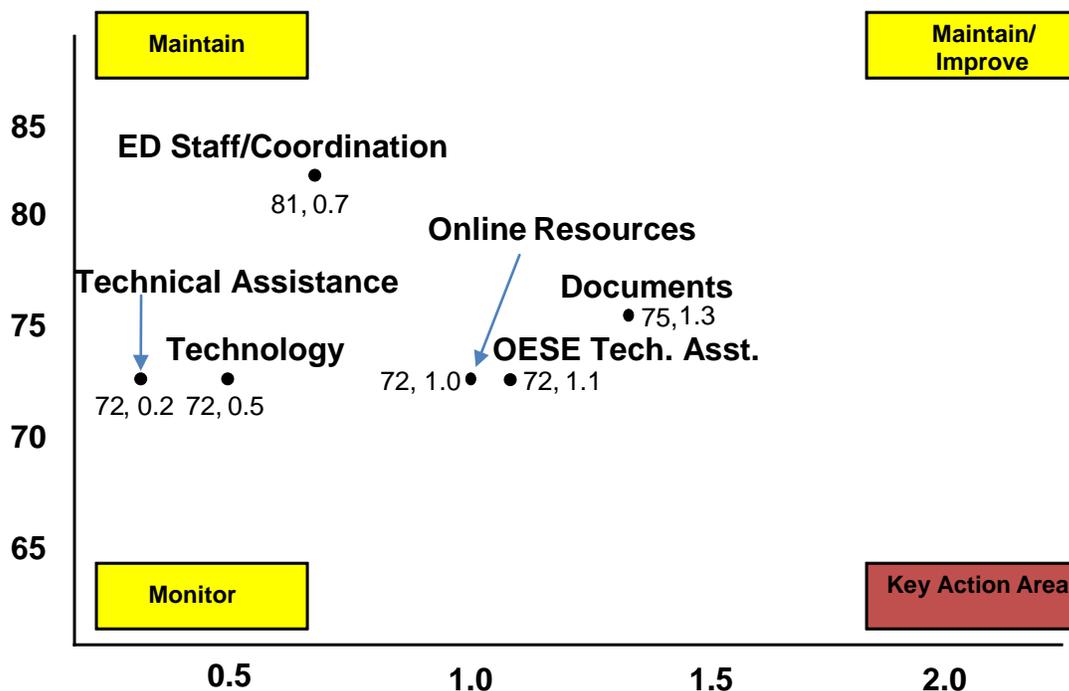


Chapter III Summary and Recommendations

Satisfaction with the Department of Education has been rather stable over the past few years and the 2015 score of 69 was unchanged from the previous year’s measurement. In order to identify key opportunities for improvement, components of the program experience that are associated with relatively lower scores coupled with higher impacts should be considered key action areas as improvements in these aspects are likely to yield relatively greater increases in the overall level of satisfaction.

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.

Components that approach the lower right-hand quadrant indicate an area with a relatively low score and high impact, making efforts for improving these aspects more of a priority. For example, Documents (75, 1.3) should be a key action area. By improving the performance of Documents by five points (from 75 to 80) a 1.3-point gain in the customer satisfaction index (from 69 to 70.3) is expected.



Key Action Areas

With an impact value of 1.3, the Documents aspect of the satisfaction model maintains its place as the most influential component of satisfaction. While its score of 75 is by no means indicative of poor performance, there does seem to be the potential for some improvement, particularly in the areas of comprehensively addressing the scope issues faced by grantees and providing sufficient detail in documentation to the various programs.

Although the component does not apply to all programs surveyed, the OESE Technical Assistance remains a key action area for those whom it affects. The usefulness of the technical assistance provided should be a targeted area for improvement.

Online Resources is a key action area at the aggregate level as it has the third highest impact value at 1.0 along with a score of 72. The ease of finding materials online stands out as an area of focus in an effort to improve the overall performance of this area.

Monitor

The Technical Assistance component falls within the “Monitor” quadrant of the priority matrix, which is reserved for components that are associated with both lower impact values and relatively lower scores. While improvements in this area should not be expected to have a significant impact onto satisfaction, the Technical Assistance provided to grantees should be monitored to prevent the scores from falling to unsatisfactory levels.

The Technology aspect of the model also falls within the “Monitor” quadrant. Implementing technology in a way that successfully reduces federal paperwork should be especially monitored as this attribute’s score (65) lags behind all other attributes related to Technology.

Maintain

The focus of the ED Staff/Coordination component should be on maintaining its current level of performance. With a high score and minimal impact, improvement efforts should be focused elsewhere at this time.



Results by Program

In the Results by Program portion of this report, each specific program's results are summarized. Both the absolute score and performance relative to the Department average are considered in identifying the recommended areas to improve. Additionally, many programs included open ended questions to be asked of their grantees. These verbatim comments are provided in the appendix of this report.

Office of English Language Acquisition (OELA)

Native American and Alaska Native Children in School Program

In its fourth year of being measured, the Native American and Alaska Native Children in School program is consistently rated as one of the highest, with a 2015 CSI score of 90. Furthermore, this program frequently has the highest component scores, of which none were lower than 85 this year. It is important to note that only nine grantees completed a survey this year but the consistent high scores provide meaningful evidence that this program is doing an outstanding job servicing its grantees. In particular, the scores for ED Staff/Coordination (96) and Technical Assistance (95) stand out as being nearly perfect and speak to the level of support invested in the program by those responsible for coordinating and carrying out the support provided.

National Professional Development Program

Grantees' satisfaction with the National Professional Development Program declined for the second straight year, falling 2 points to a 73. A particular area of focus for this program should be Technology, where a 10 point score decline was experienced since last year. With a Technology driver score of 70, this component now rates below the aggregate level. Other driver scores were rated well, with ED Staff/Coordination and Documents rated at an 81 and 80, respectively. All other drivers were rated in the 70s. Within the ED Staff/Coordination area, the attribute rating for collaboration with other Department programs in providing relevant services rebounded from a previous score decline and rose 5 points to a very high score of 90 in 2015.

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

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

After a 2 point decrease in 2014, satisfaction for Adult Education and Family Literacy to the State Directors of Adult Education (AEFLA) held steady at 75 this year. While all drivers are rated high for this program, the Documents section should be monitored as this driver experienced a 5 point decline in 2015. Specific areas of focus as they relate to the program's documentation should be in its organization of information and comprehensiveness in addressing the scope of issues grantees face. The Technical Assistance component score was also down 5 points this year and can be improved by utilizing technology to support the program's promising practices. Examining the custom questions asked only of this program's grantees finds that scores in general are consistent with last year's results, with a 2 point improvement in the rating of providing pre-planning guidance. The ease of reporting using the NRS web-based system is still rated very favorably at an 83, but this does represent a 5 point decline from the 2014 measurement.

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

Satisfaction decreased 3 points to 71 for the Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed, placing it 2 points above the Department average (69). The program satisfaction decline can be attributed mostly to lower component ratings for ED Staff/Coordination and Technical Assistance. ED Staff/Coordination fell 6 points to an 83 this year, due largely in part to lower ratings for the responsiveness to questions and sufficiency of legal guidance in responses. While these attributes were rated lower and played a key role in the overall component score falling, it is worth noting that the collaboration with other Department programs attribute actually gained 4 points to land at a very impressive 90 in 2015. This score is now 16 points higher than the 74 observed in the 2013 measurement and indicates a very strong performance and substantial improvement in this area. The 11 point decline in the Technical Assistance component was driven by decreases in the ratings of Department staff and Department-funded technical assistance providers helping build capacity to implement educational reforms. The frustration felt in some of these areas where the scores have fallen since last year bears itself out in the Complaints metric, which finds that 4% of respondents issued a



formal complaint within the past six months – compared to 0% in each of the past three years for this program. Many of the program-specific rated questions improved their scores compared to last year. Most notably, there was a 7 point increase in the program's rating for identifying and correcting state compliance issues.

Office of Chief Financial Officer (OCFO)

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

In its second year of measurement, the satisfaction rating for the Financial Improvement and Post Audit Operations / Indirect Cost Group rose 6 points to a 67 and is now just 2 points behind the Department average. All driver scores improved from their initial ratings, with the highest component rating given for Technical Assistance, at 81. The knowledge of the staff in terms of the applicable regulations and guidance regarding indirect cost rates has improved, with the knowledge rating increasing 10 points to an impressive 81 this year. Additionally, the timeliness ratings, both in terms of technical assistance responses and providing indirect cost rates have improved 11 and 5 points, respectively.

Office of Postsecondary Education (OPE)

Doctoral Dissertation Research Abroad (DDRA)

In its first year of being measured, satisfaction of the Doctoral Dissertation Research Abroad program is rated at a 65, 4 points below the Department average and 3 points below the collective OPE programs satisfaction rating. There is a wide spread in terms of the program's driver scores, with a very high rating of 83 given for the Information in Application Package, while the 64 provided for Online Resources suggests there is room for improvement in this area. Specifically, relatively low ratings of 61 were given for the ease of navigation and reading the site, indicating these areas should be the primary focus when looking for ways to improve the Online Resources component score. Program staff seem well equipped to handle grantee questions, as their knowledge of relevant legislation, regulations, policies and procedures is rated at an 83 and their ability to resolve issues a 79. Of the program-specific questions, the IRIS User Manuals receive the lowest rating at a 64.

Educational Opportunity Centers (EOC)

The Education Opportunity Centers debut with a satisfaction score of 70 in 2015. Its relative strengths lie in its Online Resources and Technology. The Online Resources score of 76 for this component is 4 points higher than the Department average, and the EOCs rate especially well in the ease of submitting information to the department via the web (83). With a Technology score of 80, this program is also clearly utilizing technology to deliver its services in an effective manner. The custom questions asked of this program's grantees also indicate a strong performance in terms of the knowledge of program staff, including knowledge of the annual performance report. When looking for an opportunity for improvement within the custom question section, the score of 72 for responsiveness to inquiries lags behind the other scores and could be an area that the program could improve, likely making headway in improving the ED Staff/Coordination component as well.

Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP)

The initial satisfaction score for the Gaining Early Awareness and Readiness for Undergraduate Program comes in at 67 in 2015, just 2 points below the aggregate Department average score of 69. Outside of the Information in Application rating of 86, GEAR UP grantees rated the program's ED Staff/Coordination higher than any other component, with especially high marks for the staff's knowledge and accuracy of responses. The areas of Technology and Technical Assistance were both rated in the 60s and show some opportunity for improvement. Specifically, the scores for the Department-funded technical assistance providers helping grantees build capacity to implement education reforms was rated at a 64, 7 points below the Department average. Scores across all of the custom questions asked of GEAR UP grantees were positive, with ratings in the upper-70s. Ratings for the working relationship, accessibility and responsiveness of GEAR UP program staff were especially high, all with scores of 79.



Strengthening Institutional Program (SIP)

The Strengthening Institutional Program satisfaction score debuts at 67 in its baseline measurement with the majority of its driver scores in the upper-60s to upper-70s. Similar to many other programs, its relative strengths lay in the areas of ED Staff/Coordination (78) and Online Resources (72), while the aspects of Technology (69) and Technical Assistance (69) likely offer a greater opportunity for improvement. Within the Technical Assistance section, the rating of 59 for the knowledge/awareness regarding key issues rates 12 points below the Department average and should be targeted as a key area for improvement. There was a fairly wide range of scores given for the program-specific questions, with the professionalism and courtesy (86) as well as program officer knowledge (85) being rated exceptionally high. The support grantees receive in regards to preparing and submitting interim performance reports received a relatively lower score of 67 while all other custom questions were rated in the 70s.

Tribally Controlled Colleges and Universities (TCCU)

Tribally Controlled College and Universities were surveyed in 2015 for the first time and rated satisfaction at a 72, 3 points higher than the Department average. It is important to note that only 13 completed surveys were collected from this program but that meaningful conclusions in general can be ascertained from the results nonetheless. The data clearly show that there is overwhelmingly positive sentiment in regards to the Technical Assistance provided with a score of 94 as well as the Information in Application Packages, which had a score of 92. ED Staff/Coordination was also very favorably rated at an 82, with particular strong performance in the staff responsiveness and accuracy of responses. In looking for key areas for improvement, the score of 68 for Technology indicates this aspect of the relationship offers the opportunity to drive satisfaction higher by using technology to deliver the Department's services more effectively. In addition to receiving strong scores for the component questions, responses to the custom questions for this program are largely positive as well. The assistance provided by the program officers in supporting grantees with their interim performance reports is rated at a near perfect 97. The program officers' professionalism (94), knowledge (90) and overall level of service provided (91) are all rated exceptionally well and demonstrate the exemplary performance of the officers. The one custom question rating that could be targeted as an area for improvement is in the assistance provided regarding performance reports, as this rating came in relatively lower than the others at 68.

Office of Special Education Programs (OSEP)

State Directors of Special Education (Part B)

Satisfaction for this program decreased 2 points to a 61 in 2015, well within the margin of error considering just 17 respondents completed a survey for the State Directors of Special Education. The ED Staff/Coordination component stands out for this program as the highest performing, with a score of 80. Particular areas of improvement have been experienced within this component and include the staff knowledge, which improved 5 points to an 88 and the responsiveness to grantee questions, which improved 7 points to 79. While the Online Resources component score of 63 is the lowest of all drivers, this score represents a 10 point improvement from last year, with all attributes trending up. The Technical Assistance and Documents sections should be examined as these components fell 11 and 5 points, respectively. While the low sample sizes for this program are certainly a factor in causing some of the variance in scores, the magnitude of some of these changes noted suggest there are meaningful changes in overall sentiment by grantees.

Lead Agency Early Intervention Coordinators (Part C)

After a rather precipitous fall in 2014, satisfaction for Lead Agency Early Intervention Coordinators rebounded 8 points to 63 this year. The improvement was felt across the board as each component of the satisfaction model experienced score increases, led by Online Resources, which rose 10 points to 67. The influential driver, Documents, increased 8 points to 74, aided by higher ratings for the attributes of organization, sufficiency of detail, and comprehensiveness in addressing the scope of issues grantees face. Five percent of respondents indicated they had issued a formal complaint in the past six months, compared to just 1% of respondents at the aggregate level doing so. An examination of the verbatim comments from Lead Agency Early Intervention Coordinators will help uncover common issues that lead to complaints being brought forth to the program officers. Overall, this program's results are positive in that most metrics have improved since last year. Efforts made since last year's results were published should be maintained as they have proven productive in improving grantees' overall level of satisfaction.



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

Both the scores and sample sizes for the respondents associated with Improving Teacher Quality State Grants fell substantially in 2015. Only 19 individuals completed a survey and provided scores on the order of 10 to 20 points lower than last year in most cases. Satisfaction itself fell 15 points from 65 to 50 in 2015. The prohibitive strength of the program, ED Staff/Coordination, was given a rating of 69, compared to a very high score of 86 in the previous year's measurement. This program's respondents rated OESE's Technical Assistance a 48, which is down 20 points from last year. Its attribute of usefulness of OESE's technical assistance services as a model was given a score of 38 in 2015, indicating an issue that needs to be addressed in order to repair this high impact component's score. Some of the breakdown in the core question ratings can be explained by the custom question feedback. Reaching an individual who is able to resolve grantee issues seems to be increasing difficult. The score for ease of reaching a person who is able to address a grantee's concerns fell 9 points to 74 and the score for the ability of the program to resolve issues dropped from an 85 to 67 this year. The inability to have a reliable source where grantees can go to have questions answered and issues resolved naturally affects many aspects of the experience with the program and leads to a decreased level of overall satisfaction.

21st Century Community Learning Centers

21st Century Community Learning Centers satisfaction increased a single point to 54 in 2015 aided by gains in the Online Resources and Technical Assistance components. Online Resources rose 5 points to 63, with an especially substantial improvement in the ease of finding materials online, which rose 9 points to 62. Moderate increases were experienced by all Technical Assistance attributes, leading to a 3 point gain at the component level. Additional improvements could be had in the Documents area, where a 2 point score decline this year resulted in a component score of 63. Improvement efforts should be focused on enhancing the clarity and organization of information as it pertains to the documentation and communication circulated to program grantees. There were substantial gains made in the area of the website as its navigation score increased 8 points to an 85. Even more impressive was the 34 point increase in the rating given of the website's helpfulness of information, rising all the way up to an 85 as well.

Alaska Native Education (ANE) Program

In its second year of inclusion in the study, satisfaction of the Alaska Native Education Program is rated at 67, a single point higher than its inaugural score of 66 in 2014. Most driver and attribute scores were consistent with last year's ratings, but a few individual metrics stand out. The score for technology's ability to reduce the expected amount of federal paper work decreased 14 points to a 56 and the ease of submitting information to the Department via the web fell 13 points to 61. Both of these reductions contributed to the overall decrease in the component scores for Technology and Online Resources. The collaboration with other Department programs in providing relevant services was rated 5 points higher, with an impressive 2015 score of 82. The custom question data reveal an opportunity to improve website navigation as it pertains to the annual performance report process as this was rated a 61. Locating information within the application process is largely seen as a very simple process for grantees as the scores for the ease of locating specific pieces of information were consistently rated in the upper-80s or 90.

Striving Readers Comprehensive Literacy Program

While the scores for the Striving Readers Comprehensive Literacy Program are among the lowest of the programs measured, its sample size is the lowest as well. All scores are based on the five respondents who completed a survey in 2015. With that said, satisfaction remained unchanged at 45 despite all driver scores declining. Particular pain points seem to exist surrounding Online Resources and in particular, with the ease of submitting information to the Department via the web. OESE's Technical Assistance could also be a targeted area for improvement and there was a substantial decrease in the ratings of its usefulness and effectiveness in helping grantees learn to implement grant programs. The custom questions asked for this program found that there has been a reduction in the ratings of the program officer's knowledge of program content and ability to solve issues. A particularly high rating was given for the timeliness in returning phone calls and emails.



Mathematics and Science Partnerships

Satisfaction among the Mathematics and Science Partnerships fell a single directional point (not statistically significant.) The ED Staff/Coordination component is an area of particular strength, with a score of 86, though this is 4 points lower than the 2014 measurement. All other drivers are rated in the mid- to upper-70s and indicate this program is performing well in a variety of areas. In looking for opportunities for improvement, the score of the high impact Documents driver fell 5 points to 76, with each of its attributes declining by either 4 or 5 points. Since this component is now among the lower scoring aspects for this program and has shown the ability to rate higher along with the relatively high degree of influence this driver has onto satisfaction, improvement efforts should be focused on this area. The custom questions associated with this program are rated favorably, led by the score of 90 given for the knowledge of the MSP team leader on administrative issues. High marks are also given for the Department of Education's staff responsiveness and their knowledge on math and science issues as well as on program administrative issues.

Payments for Federally Connected Children (Section 8003)

Satisfaction for Payments for Federally Connected Children (Section 8003) was unchanged at 64 compared to last year's results. With a 10 point decline in the score for ED Staff/Coordination to 71, the unchanged Online Resources component at 72 is now this program's highest scoring driver. There seems to have been some breakdown in communication for this program in the last year as the rating for accuracy of responses fell 11 points and the knowledge of relevant legislation, regulations, policies and procedures decreased by 10 points. The frustration bears itself out in the Complaints metric, which shows that 11% of respondents issued a formal complaint in the past six months, compared to 3% last year for this program and just 1% at the 2015 aggregate level. Additional driver analysis shows that the Technical Assistance rating fell 9 points to a 60 while the Technology component itself fell just 2 points to 67 and the OESE Technical Assistance rating actually edged a point higher to 69. Ratings for the program's custom questions show moderate decreases for most attributes, including a 13-point decline in the score for the staff's performance in answering questions and helping grantees complete the application.

Payments for Federal Property (Section 8002)

Satisfaction for respondents of the Payments for Federal Property (Section 8002) rose 2 points in 2015 and is now at 70, 1 point higher than the Department average. Scores for Technology (75), Online Resources (74), OESE Technical Assistance (73) and ED Staff/Coordination (81) all increased from last year. The Technical Assistance (76) and Documents (70) components each saw score declines in 2015. The accuracy of responses has improved substantially since last year, rising 10 points to an 86. The Department's effectiveness in using technology to deliver its services for this program also experienced considerable improvement, gaining 5 points for a 2015 score of 79. Areas for improvement are centered primarily on the Documents component where scores for clarity, sufficiency of detail and comprehensiveness in addressing the scope of issues grantees face each fell by more than 5 points. Responses to this program's custom questions show that the quality of interaction with staff during the review process is rated more favorably this year with a score of 83, 7 points higher than last year. Overall, the performance of this program is very high, with all driver scores and satisfaction itself at 70 or above.

Race to the Top (Early Learning Challenge Fund)

Race to the Top satisfaction remains unchanged at a relatively high 73 in 2015. Its components are all rated very favorably, with ED Staff/Coordination standing out with a score of 92, improving on its extremely high score of 90 in last year's measurement. The Technology component is another key strength with a score of 86 while none of its attributes are rated below 80. The only aspect that did not increase for this program was Online Resources, where just a single point decline led to a 2015 score of 74. In looking for ways to improve the Online Resources component, enhancing the ease of reading the site and ease of navigation can be focused on as each of these attributes fell 3 points. The custom ratings for Race to the Top are all rated very favorably as well, with the staff receiving scores in the 80s or 90s for their accessibility, timeliness and clarity. Finally, the usefulness and relevance of the technical assistance and monthly conference calls are both rated high at 82 and 85, respectively.



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 surveyed. Most of its driver scores are rated in the 80s and demonstrate the very positive performance of the program in providing service to its grantees. In searching for an area to target for improvement, Technical Assistance stands out as the one driver with a relatively lower score at 64, which represents a 12 point drop since last year. There could have been some breakdowns in carrying out the technical assistance provided by Department staff as the rating for their ability to help build capacity to implement educational reforms fell 8 points. The attribute that experienced the largest decline was for the higher quality implementation of the program, which fell 15 points to 63. Considering these score declines and the exemplary performance in most other aspects, Technical Assistance clearly emerges as the key area of opportunity for this program.

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

Satisfaction of the Migrant Education Program (MEP) – Title I, Part C respondents was rated at 64 in 2015, a 4 point decrease from the previous year. The fall in the overall level of satisfaction is attributable to modest declines in most of the component scores of the model. ED Staff/Coordination remains a strength with a score of 80. Technical Assistance and Documents are also both favorably rated in the 70s. Technology is rated slightly lower at 69, and Online Resources presents the greatest area of opportunity with a score of 59, 7 points lower than in 2014. Aspects of the online process that involve searching for information seem to be particularly troublesome for respondents as the ease of reading the site (59) fell 8 points and ease of navigation (54) decreased by 10 points. At the custom question ratings, the New Directors Discussions are found to be very useful, with a rating of 82. Likewise, the usefulness of the program's webinars, semi-annual conference calls and announcements of MEPSTATE Listserv are rated high, in the upper-70s and 80s.

High School Equivalency Program (HEP) – Migrant Education

Respondents of the High School Equivalency Program (HEP) rated satisfaction at a very impressive 81, improving a single point from last year's mark. Perhaps even more impressive is that all components are rated in the 80s as well except for ED Staff/Coordination, which was rated a 93. The knowledge of the Department staff as it pertains to relevant legislation, regulations, policies and procedures was given a near perfect score of 96. The accuracy of responses also had a score of 96, while the remaining attributes of the ED Staff/Coordination received extremely high scores as well. Reviewing the custom question ratings reveals more scores in the 90s for all program staff scores provided. The focus for the High School Equivalency Program – Migrant Education should be on maintaining current performance as the scores it has been given cannot realistically improve much more in significant ways and are in many ways the targets of several other programs striving to see such positive results.

Elementary and Secondary School Counseling Program

Satisfaction with the Elementary and Secondary School Counseling Program fell 6 points in 2015 to 69, equal to the Department average at the aggregate level. While many components are rated favorably, there was a 10 point decline in both the Online Resources score which is now at 63, and OESE's Technical Assistance, which fell from 82 last year to 72. The usefulness of OESE's technical assistance services as a model declined 20 points since last year to a 64 and was the leading factor in driving the OESE Technical Assistance driver lower. As for Online Resources, the ease of submitting information to the Department via the web was rated much lower than last year at 56. Similarly, the ease of navigation and the ease of reading the site each fell to a score of 61, which is consistent with several other programs but should be considered an area to target to raise the overall level of satisfaction. The custom question ratings are very consistent with the results of last year's measure. Of note is the fact that respondents continue to feel that a site visit carries little value, with its importance rated a 32 on a 0-100 scale.

School Improvement Fund

Satisfaction among School Improvement Fund respondents fell 5 points to 58 in this year's measurement. All component scores also fell; most notably, OESE's Technical Assistance, which declined 14 points to 60 in 2015. Each of its attributes fell more than 10 points indicating a pain point for grantees making this area a key focus for improvement efforts. Frustration regarding Department staff knowledge and responsiveness reveals itself in the ED Staff/Coordination component. Its overall score of 70 is 10 points



lower than 2014. The staff's knowledge of relevant legislation, regulations, policies and procedures rating fell 17 points to 63 and the score for the responsiveness to questions fell 15 points to 67 this year. While ED Staff/Coordination is not a high impact driver at the aggregate level, this area should be considered a priority for improvements as a decreased performance in these fundamental areas will naturally bear itself out in negative ways across a variety of other components of the satisfaction model. Examining the custom question ratings shows a sharp drop off in the scores given for the School Improvement Fund helping grantees' states comply with SIG requirements and improving SIG programs in general.

Improving Basic Programs Operated by Local Educational Agencies - Title I

Satisfaction for Title I respondents improved 5 points to 68 in 2015, just one point under the Department average. Gains were had for many component scores but perhaps none as impactful as the 12 point increase in the Documents component, which had a 2015 score of 83, well above the average at the aggregate level. The area of ED Staff/Coordination remains very favorably rated at 86 in this year's measurement. Staff knowledge and accuracy of responses are rated particularly high and continue to be strengths of Title I. The areas of Technology (63) and Technical Assistance (66) each experienced modest declines attributable in large part to a 10 point decrease in the helpfulness of Department staff in building capacity to implement educational reform and another 10 point decline in the Department's overall quality of assistance. The responsiveness of the Department's ESEA flexibility program staff was rated more favorably this year, gaining 9 points up to 86.

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

The satisfaction measure with English Language Acquisition State Grants - Title III declined 5 points to 56 in 2015 with declines in all driver scores but one – the Documents score was unchanged at 69. The most notable score decline at the component level was the 15 point for ED Staff/Coordination which was rated a 67. While all of this component's attributes had been rated in the 70s and 80s in the 2014 program year, the highest scores are now in the low 70s with the lower bound now at 59 for the collaboration with other Department programs in providing relevant services. OESE's Technical Assistance (53) fell 19 points to an unsatisfactory level. These two components should be considered the top priority areas for improvement as the fundamental knowledge and responsiveness attributed to Department staff is crucial in establishing a level of trust and confidence in the program. The technical assistance that OESE provides has been shown to be highly influential on satisfaction at the aggregate level and reversing the 2015 decrease in this area will help satisfaction rebound to higher levels. Likewise, there should be a concerted effort in improving the timeliness of response and clarity of information provided by the program officer as these ratings also fell by 20 or more points. A bright spot for this program in 2015 was its ability to help states comply with Title III requirements as well as helping improve programs for English learners, each of which received scores of 86.

Education for Homeless Children and Youth – McKinney-Vento

Satisfaction for the Education for Homeless Children and Youth program rose 1 point to 78 in 2015 and is now 9 points higher than the aggregate rating for the Department as a whole. Most of its driver scores are also well above the average, including ED Staff/Coordination (91) and Technical Assistance (90). Department staff are rated extremely well in terms of their knowledge and accuracy of responses. The attribute ratings within the Technical Assistance component are all in the 80s and 90s, well above the aggregate average and the majority of other individual programs measured. The Online Resources (70) component offers the greatest room for improvement after a 6 point decline this year. In particular, the areas of navigation and the ease of finding materials online reveal facets of the online experience that can be targeted for improvement efforts. The ratings provided for this program's custom section center around the Department's responsiveness and technical assistance and receive nearly perfect scores in many of these areas, mirroring the results of the core section of the questionnaire.

Neglected and Delinquent State and Local Agency Programs

Neglected and Delinquent State and Local Agency Program satisfaction fell 3 points to 67. ED Staff/Coordination is rated favorably at 83, although this represents a 5 point decrease since last year's measurement. Largely responsible for this component's decline was the 12 point drop in the score for collaboration with other Department programs or offices in providing relevant services. The Technology score of 72 improved 3 points in 2015 and was aided by an 8 point jump in the score for technology's role



in reducing the amount of federal paperwork as expected. All other components were rated in the 70s demonstrating a strong level of performance across the board for the program. Within the Online Resources component, ratings of the ease of reading the site and ease of navigation each increased year-over-year by 4 and 5 points, respectively. This is noteworthy as these attributes have fallen for many other programs but seem to be an area of increased performance for this particular program.

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

Scores for the Rural and Low Income School Program have fallen in 2015, including satisfaction, which fell 12 points to 62. Although sample sizes are rather small for this program, the global declines in scores indicate a reduction in sentiment for this program's respondents in 2015. The declines in year-over-year scores are most pronounced in the Technical Assistance ratings, both from the Department in general and OESE specifically. Scores for these two components have fallen from their 2014 levels of at or near 80 to ratings of just over 60. The Documents score fell 6 points to 67 and as a high impact driver, should be a targeted priority area for improvement. The custom questions asked of this program's respondents found that the user friendliness of the RLIS website is rated very high at 86. The program's ability to help respondents understand the REAP grant eligibility and complete/submit accurate spreadsheets are also rated favorably, with scores for these metrics in the mid-70s.

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

While sample sizes are low for the Small, Rural School Achievement Program, especially for 2014, its satisfaction score decrease of 19 points to a 64 indicates a meaningful decline in grantee sentiment regarding the program as a whole. In evaluating where the breakdown has occurred, the highest impact areas of Documents and OESE's Technical Assistance emerge as areas where performance declines have affected satisfaction levels. The Documents score of 74 is still considered a favorable rating, but its year-over-year drop of 15 indicates that grantees are frustrated with the clarity and organization of the information they are being provided as well as the sufficiency of its detail. The other high impact driver at the aggregate level, OESE's Technical Assistance, also fell substantially, down 16 points to a 2015 score of 71. Again, while the actual score is still on par with the average, the decline for the program indicates some type of disconnect between OESE and the program's grantees that is leading to a less satisfactory experience in this area for them. Other components for this program continue to rate very well, including the ED Staff/Coordination, which rose 3 points to 88. Technical Assistance provided by the Department of Education rose 4 points and can be considered a strength for the SRSA program respondents with a 2015 rating of 79.

School Climate Transformation Grants/State Department of Education

In its initial measurement, the SCTG State Department of Education program's satisfaction is rated at a 59. It is important to note that just seven respondents completed a survey for this program. Of those who did respond, the ratings provided for the ED Staff/Coordination component were positive, with a score of 84. The area of Documents was also rated favorably at 75, with all individual attributes in the 70s. Online Resources (67) and Technical Assistance (66) were given lesser ratings and indicate some potential for improvement. However, OESE's Technical Assistance (57) and Technology (59) were given the lowest component scores and should be considered the priority areas for improvement that will ultimately drive the overall level of satisfaction higher. The federal project officer's performance was rated very high, with ratings of his or her timeliness and accuracy in responding to questions in the low 90s. The frequency of communication sent to grantees regarding grant information, deadlines, expectations and other pertinent information was rated a bit lower at 70.

School Climate Transformation Grants/Local Education Agency

Satisfaction among SCTG Local Education Agency respondents was rated at 75 in 2015, the first year in which this program's grantees have been surveyed. This favorable satisfaction rating was accompanied by high scores for all components measured. The area of ED Staff/Coordination leads the way with an excellent score of 94, which demonstrates the exemplary performance of the Department staff in their ability to provide knowledgeable responses in a timely fashion that are both consistent and sufficient in meeting the needs of the grantees. The Technical Assistance and OESE's Technical Assistance components were both rated in the 80s and indicate a high level of performance for this program in serving the needs of the grantees from a technical standpoint. Ratings provided at the custom question



section also indicate an exemplary level of performance by the federal projects officer. Scores for this individual's effectiveness in providing technical assistance and the frequency of communication provided are in the 90s. The technical assistance provided for individual's projects was also rated very high, with scores in high 80s.

Project Prevent

The Project Prevent satisfaction was rated at 75 in its first measurement in 2015. Similar to many other programs, the ED Staff/Coordination component is rated the highest with a score of 90 for Project Prevent. The Technical Assistance provided by the Department was rated an 83, well above the aggregate score of 72 for all programs. All other remaining components scored in the mid- to upper-70s indicating a high level of performance in all areas for Project Prevent. Specific questions were asked of this program's respondents regarding the performance of the federal project officer. The officer was rated very favorably with scores of 92 for his or her responsiveness to questions about the program's requirements and 94 for the timeliness in returning phone calls and emails from grantees. The Project Prevent technical assistance team was also given very high scores in the 80s for the relevance and usefulness of the support provided as well as the frequency of communication they distribute.

Appendix A: Questionnaire

U.S. Department of Education 2015 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

Office of Chief Financial Officer (OCFO)

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

Office of Postsecondary Education (OPE)

6. Doctoral Dissertation Research Abroad (DDRA)
7. Educational Opportunity Centers (EOC)
8. Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
9. Strengthening Institutional Programs (SIP)
10. Tribally Controlled Colleges and Universities (TCCU)

Office of Special Education Programs (OSEP)

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

Office of Elementary and Secondary Education (OESE)

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

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=1-5, 11-34]

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=6-10]

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

[Q9-14 ALL PROGRAMS]

Q9. Is this grant program administered by a State Department of Education?

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

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=3-5, 11-34]

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=1-5, 11-34]

Documents

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

[ASK Q27-Q31 IF Q1=1-5, 11-34]

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=6-10]

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 = 13-34]

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-Q51 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 your formal interactions with OCTAE last year (e.g., Office Hours, New State Director's Orientation, virtual assistance presentations, telephone calls, and e-mail correspondence). 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 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=6 Doctoral Dissertation Research Abroad (DDRA)

In considering the support you have received from the U.S. Department of Education (ED) Fulbright-Hays Doctoral Dissertation Research Abroad (DDRA) program staff, please rate the service/support you receive in the following areas on a 10-point scale where “1” is “does not meet expectations” and “10” is “exceeds expectations”:

- Q1. Responsiveness to questions
- Q2. Knowledge of relevant legislation, regulations, policies, and procedures
- Q3. Ability to resolve issues, if necessary
- Q4. Use of clear and concise written and verbal communication
- Q5. Provision of reliable and accurate technical assistance
- Q6. Usefulness of documents in the award package for your DDRA Project Administration – “Congratulatory Memo;” “How to Administer Your DDRA Grant;” “Expanded Authorities;” “Reviewer’s Comments”
- Q7. IRIS System for program administration
- Q8. IRIS User Manuals

- Q9. How relevant are the DDRA IRIS reporting screens in helping you “recapture” your accomplishments and challenges during the life of the project? (Open ended)

- Q10. Which best describes how often you interact with ED staff?
 - a. Daily
 - b. Weekly
 - c. Monthly
 - d. A few times a year
 - e. Once a year
 - f. Less than once a year

- Q11. About which topics do you most often contact ED staff? (Open ended)

- Q12. What additional technical assistance can DDRA program staff offer to meet your needs? (Open ended)

- Q13. How can we improve the International and Foreign Language Education (IFLE) website (including links) to help you identify program resources and meet your technical assistance needs? (open ended)

- Q14. Please provide specific suggestions for how DDRA program staff can improve customer service. (Open ended)

- Q15. In your opinion, why is DDRA funding important in supporting overseas experiences for doctoral students? (Open ended)

- Q16. Over the last year of your current grant, have you received consistent information from the DDRA program office?
 - a. Yes
 - b. No

- Q16a. Please explain. (Capture verbatim response)

- Q17. In your opinion, does the DDRA program contribute to preparing a national cadre of area studies and foreign language specialists at postsecondary institutions? (Open ended)

- Q17a. On which of the following is your opinion based? (Select all that apply)
 - a. Data collected from your DDRA program
 - b. Other data collected by your institution
 - c. Other data to which you have access (Please specify)

Q18. How many of the DDRA fellows at your institution have earned doctoral degrees over the years? (Open ended)

Q18a. On which of the following is your opinion based? (Select all that apply)

- a. Data collected from your DDRA program
- b. Other data collected by your institution
- c. Other data to which you have access (Please specify)

Q19. In your opinion, does the DDRA program contribute to improving the graduation or employment rates of fellows/participants?

Q19a. On which of the following is your opinion based? (Select all that apply)

- a. Data collected from your DDRA program
- b. Other data collected by your institution
- c. Other data to which you have access (Please specify)

ONLY IF Q1=7 Educational Opportunity Centers (EOC)

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

- Q1. Knowledge of relevant legislation, regulations, policies and procedures, including updated programmatic knowledge as necessitated by the Higher Education Opportunity Act (HEOA)
- Q2. Responsiveness to your inquiries (by email, telephone, letter, etc.)
- Q3. Timely resolution of general programmatic and financial issues
- Q4. Ability to assist you in interacting with institutional officials, if necessary, in the resolution of critical internal programmatic issues
- Q5. Knowledge of the annual performance report and ability to assist with questions about the completion and submission of the report
- Q6. Timely acknowledgement and processing of administrative action requests, including change in key personnel and budget revisions
- Q7. Ability to respond to all issues raised based solely on interpretation of laws, regulations and Department policies without personal bias or administrative preference

- Q8. How can we improve the EOC website (including links) to help you identify program resources and meet your technical assistance needs? (Open ended)

- Q9. Over the last year of your current grant, have you received consistent information from the EOC program office?
 - a. Yes
 - b. No
 - c. Other

- Q9a. Please explain. (Capture verbatim response)

ONLY IF Q1=8 Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

In interacting with the U.S. Department of Education (ED) GEAR UP program specialist responsible for overseeing your grant, please rate the service/support you receive in the following areas. On a 10-point scale where “1” is “does not meet expectations” and “10” is “exceeds expectations,” please rate:

- Q1. Your working relationship with GEAR UP program staff
- Q2. The level of accessibility you have to GEAR UP program staff
- Q3. The responsiveness of the GEAR UP program staff to your inquiries
- Q4. The quality of information or feedback received from GEAR UP program staff

Please respond “yes” or “no” to rate the ED presentations at the annual conference and Capacity Building Workshop.

- Q5. Was the information presented to you useful? (Y/N)
- Q6. Were all your questions and/or concerns addressed? (Y/N)

To address your technical needs, please tell us how often you would prefer to have each of the following scheduled:

(PN: Questions will be the rows of a grid where the columns are: (a) Quarterly (b) Annually (c) Bi-annually

- Q7. In-person meetings with GEAR UP program staff
- Q8. Webinars
- Q9. Other means of technical assistance not mentioned here (Please specify)

The GEAR UP program APR/FPR helpdesk is responsible for assisting you with technical issues on the website. Please indicate whether the service/support you receive meets your expectations in the following areas. On a 10-point scale where “1” is “does not meet expectations” and “10” is “exceeds expectations,” please rate:

- Q10. CBMI assistance with technical issues
- Q11. Assistance with the website

Q12. How can we improve the GEAR UP website (including links) to help you identify program resources and meet your technical assistance needs? (Open ended)

Q13. Over the last year of your current grant, have you received consistent information from the GEAR UP program office?

- a. Yes
- b. No

Q13a. Please explain. (Capture verbatim response)

ONLY IF Q1=9 or 10 Strengthening Institutions Program (SIP) or Tribally Controlled Colleges and Universities (TCCU)

Thinking about the Program Officer who assisted you with your **(PROGRAM NAME)** GRANT. Using a 10-point scale where “1” is “Strongly disagree” and “10” is “Strongly agree,” please rate the following:

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

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

- Q5. Post-award guidelines
- Q6. Support you received to prepare and submit your *interim* performance reports
- Q7. Support you received to prepare and submit your *annual* performance reports
- Q8. Performance reports (base your answer on the extent of data collection, analysis and reporting required and the relevance of data and analyses to your project activities and outcomes)
- Q9. Service provided by this Program Office in support of your grant

Q10. Briefly describe the reason(s) for your rating of this Program Office. (Open end)

Q11. What recommendations would you like to offer to Program staff to assist you in administering your grant effectively? (Open end)

Q12. What topics would you like to have discussed during meetings and conferences either in person or by phone? (Open end)

Q13. About what topic(s) or purpose(s) do you most often contact Program staff? (Open end)

Q14. What additional services would you like the Department of Education **(PROGRAM NAME)** Program Office make available to you? (Open end)

Q15. Please describe how the Department of Education could better use technology to deliver its services. (Open end)

Q16. How can we improve our **(PROGRAM NAME)** website, including links, to help you identify program resources and meet your technical assistance needs? (Open end)

Q17. Over the last year of your current grant, have you received consistent information from the **(PROGRAM NAME)** Program Office?

- a. Yes
- b. No

Q17a. Please explain. (Capture verbatim response)

ONLY IF Q1=11 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=12 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=13 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=14 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 program implementation and on program administration issues as they (project officers) assist the states. Please use a 10-point scale with “1” being “poor” and “10” being “excellent.”

 3. How helpful and knowledgeable is the contractor support to the state during the monitoring process? Please use a 10-point scale with “1” being “poor” and “10” being “excellent.”

 4. Think about the national leadership conferences and institutes sponsored by OESE (i.e. Beyond School Hours, SEA Coordinators’ meetings, State-sponsored meetings attended by OESE, 21st CCLC Summer Institute, etc.). 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 21st CCLC program implementation.

 5. On a 10-point scale with “1” being “poor” and “10” being “excellent,” please rate the following statement: *The support I receive from OESE is helpful in the administration of the 21st CCLC program.*
- 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:
6. Responsiveness to questions about afterschool program requirements
 7. Responsiveness to questions about applicable Department of Education (EDGAR) and other federal regulations
 8. Timeliness in returning phone calls and responding to emails
 9. Effectiveness in providing technical assistance or instructions regarding annual performance reports
 10. Effectiveness in providing technical assistance or guidance regarding budget development, revisions and reporting
 11. Frequency of communication regarding grant information, deadlines, expectations, requirements or other pertinent information
-
12. 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” “very helpful.” **[BI note: trend with 2014 Q3]**
-
13. How easy is it to navigate the Y4Y website? Please use a 10-point scale with “1” being “not very easy” and “10” being “very easy.” **[BI note: trend with 2014 Q4]**
-
14. What suggestions do you have for improving the 21st CCLC Government Performance Review Act (GPRA) measures for the 21st CCLC program? **(Open-ended)**
15. What technical assistance topics can the 21st CCLC program provide at meetings to support the states more effectively? **(Open-ended)**

ONLY IF Q1=15 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. Please rate the knowledge of the ANE program team leader on administration issues and on program administration issues in assisting your grant project. Please use a 10-point scale with "1" being "poor" and "10" being "excellent."
4. 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
5. 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
6. **[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)
7. 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."
8. 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)**

9. 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."
10. What suggestions do you have for improving the annual performance report process? **(Open-ended)**

ONLY IF Q1=16 Striving Readers Comprehensive Literacy Program ASK 1-10 BELOW

On a 10-point scale where “1” is “Poor” and “10” is “Excellent,” please rate the Department of Education Program Staff’s Skills, Knowledge and Responsiveness in the following areas:

- Q1. Resolution of problems by your current Program Officer
- Q2. Current Program Officer’s knowledge of applicable statutes, regulations and policies
- Q3. Current Program Officer’s knowledge of relevant program content

Think about the national meetings, Peer Exchange Networks (PENs), etc. sponsored by OESE. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate:

- Q4. The effectiveness of these sessions on helping you to improve the quality of your SRCL program implementation

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:

- Q5. Responsiveness to questions about program requirements
- Q6. Responsiveness to questions about applicable Department of Education (EDGAR) and other federal regulations
- Q7. Timeliness in returning phone calls and responding to emails
- Q8. Effectiveness in providing technical assistance or instructions regarding annual performance reports
- Q9. Effectiveness in providing technical assistance or guidance regarding budget development, revisions, and reporting
- Q10. Frequency of communication regarding grant information, deadlines, expectations, requirements, or other pertinent information

ONLY IF Q1=17 Mathematics and Science Partnerships ASK 1-9 BELOW

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

ONLY IF Q1=18 Payments for Federally Connected Children (Section 8003) ASK 1-13 BELOW

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

1. Did you use the written instruction and guidance documents provided for the application?
 - e. Yes
 - f. 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
1. **[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
2. **[IF Q8=b]** Please explain. **(Open end)**
3. 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
4. **[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
5. **[IF Q11=b]** Please explain. **(Open end)**
6. Did you receive timely communications regarding the outcome of the review?
 - a. Yes
 - b. No

7. **[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=19 Payments for Federal Property (Section 8002) ASK 1-10 BELOW

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

1. Did you use the written instruction and guidance documents provided for the application?
 - 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=20 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=21 Indian Education Formula Grants to Local Education Agencies ASK 1-13 BELOW

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

1. Helping you with your implementation of Title VII Formula grant program in your state/LEA
2. Responsiveness to answering questions and/or information requests
3. Disseminating accurate information
4. Timeliness of providing information to meet your application deadlines
5. Think about the guidance documents (E.g. Getting Started; Frequently Asked Questions; Additional Program Assurances, Web Sites) provided by OIE program office. On a 10-point scale, where “1” is “Not very useful” and “10” is “Very useful”; please rate the usefulness of the information in the guidance documents.
6. Think about your working relationship with the Title VII, Office of Indian Education program office. On a 10-point scale, where “1” is “Not Very Effective” and “10” is “Very Effective”, please rate the effectiveness of this relationship.

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

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

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

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

ONLY IF Q1=22 Migrant Education Program (MEP) -- Title I, Part C ASK 1-7 BELOW

Q1. If you are a new MEP director (new as of May 2012) and have participated in one of the New Directors Discussions, how useful was it for implementing the program? Please rate using a 10-point scale, where “1” means “Poor” and “10” means “Excellent.”

Q2. How useful were the semi-annual conference calls between you and your program officer? Please rate using a 10-point scale, where “1” means “Poor” and “10” means “Excellent.”

Q3. How useful were this year’s technical assistance webinars (CSPR, Intro to GPRAs and Leading Indicators, Service Delivery Plan, Data Quality Initiative). Please rate using a 10-point scale, where “1” means “Poor” and “10” means “Excellent.”

Q4. How useful were the announcements provided on the MEPSTATE Listserv? **Please rate using a 10 point scale, where “1” means “Poor” and “10” means “Excellent.”**

Q5. Please check up to three technical assistance topics that you will need in the future, in order to improve the performance of your MEP. (Check boxes with the maximum of three to be selected for the topics below) **[PN: Multi-select with max of 3 choices. Randomize]**

- | | | |
|--|-----------------------------------|-------------------------------|
| a. Child Eligibility | b. Comprehensive Needs Assessment | c. Continuation of Services |
| d. Fiscal Requirements | e. Interstate Coordination | f. Parental/Family Engagement |
| g. Priority for Services | h. Program Evaluation | i. Quality Control |
| j. Records Exchange | k. Recruitment | l. Re-interviewing |
| m. Service Delivery Models | n. Service Delivery Plan | o. Subgrant Formulas |
| p. Service Delivery Strategies (Instructional and Support) | | q. Subrecipient Monitoring |

Q6. How can we improve the content and navigation of our online resource, Ed.gov, in order to make your experience more useful? **(Open End)**

Q7. How can we change the content or navigation of our online resource, Results.ed.gov, in order to make your experience more useful? **(Open End)**

Q8. Please share any comments on how the MEP team can better support your work as a state director. **(Open end) [BI Note: Trends with 2014 Q9]**

ONLY IF Q1=23 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=24 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=25 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=26 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=27 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=28 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=29 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=30 Rural Education Achievement Program (REAP)/Rural Low-Income School Program ASK 1-8
BELOW**

Think about the pre-award “Kickoff” teleconferences held by the REAP office with the States each Spring. Using a 10-point scale, where “1” is “Poor” and “10” is “Excellent” please rate the effectiveness of the teleconferences in:

1. Helping you understand the REAP grant eligibility/award process and the role of SEAs in that process
2. Helping you complete and submit accurate State eligibility spreadsheets for the REAP program
3. Please provide at least one important informational topic that the RLIS Kickoff Teleconferences provided to you, and also provide at least one important topic you would like to see presented/covered in future webinars. (open-ended)

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:

4. User friendliness- how easy it is to navigate around the website; how easy it is to understand the information found there **[PN: This can trend with ‘user friendliness’ of 2014]**
5. Are there any online resources you would like to see added to the website? Explain. (Open-Ended)
6. Please provide an example of your BEST experience with the REAP Program office. What made this experience stand out? Explain.
7. Please provide an example of your WORST experience with the REAP program office. What made it a bad experience? What should the REAP office have done differently? Explain.
8. Please share any comments on how the REAP Team can better support your work as a REAP State Coordinator (open-ended)

ONLY IF Q1=31 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 a timely response to your request
2. Providing information that is both accurate and complete
3. Please provide an example of your BEST experience with the REAP Program office. What made this experience stand out? Explain.
4. Please provide an example of your WORST experience with the REAP Program office. What made it a bad experience? What should the REAP office have done differently? Explain.

Think about your experience when you've accessed the SRSA program website at <http://www2.ed.gov/programs/reapsrsa/index.html>. Using a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the SRSA website on the following:

5. User friendliness – how easy it is to navigate around the website; how easy it is to understand the information found there
6. Are there any online resources you would like to see added to the website? Explain.
7. Think about your procedures when you go into G5 and access your REAP SRSA funds. What kinds of guidance and/or technical assistance from the REAP Program Office would you like to have available in order to avoid having large, unspent balances of REAP SRSA funds left in your account? Explain.
8. Please share any comments on how the REAP Team can better support your work as a REAP grantee. (Open-ended)

ONLY IF Q1=32 School Climate Transformation Grant Program – State Department of Education ASK 1-8 BELOW

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 responding to questions regarding School Climate Transformation Grant Program requirements
- Q2. Responsiveness and accuracy in providing guidance related to Department of Education (EDGAR) grant administrative regulation, including budget issues, reporting, grant requirements, and other Federal regulations
- Q3. Timeliness in responding to emails and returning phone calls
- Q4. Frequency of communication regarding grant information, deadlines, expectations, requirements, or other pertinent information

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

- Q5. Quality of technical assistance received
- Q6. Relevance and usefulness to your project and program activities
- Q7. Frequency of communication
- Q8. Use of technology to delivery training and technical assistance

ONLY IF Q1=33 School Climate Transformation Grant Program – Local Education Agency (P2) ASK 1-7 BELOW

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. Effectiveness in providing technical assistance or guidance regarding the development, revision and reporting of budgets, the collection of GPRA data, and the submission of annual performance

Q2. Frequency of communication regarding grant information, deadlines, expectations, requirements, or other pertinent information

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

Q3. Relevance and usefulness to your project and program activities

Q4. Frequency of communication

Q5. Use of technology to deliver services

Q6. Overall helpfulness in building your organization’s capacity to do high-quality implementation and fidelity

Q7, Overall helpfulness with solving evaluation challenges and issues

ONLY IF Q1=34 Project Prevent Grant Program ASK 1-7 BELOW

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 to questions about Project Prevent Grant Program requirements and applicable Department of Education (EDGAR) and other federal regulations

Q2. Timeliness in returning phone calls and responding to emails

Q3. Effectiveness in providing technical assistance or guidance regarding the development, revision and reporting of budgets, the collection of GPRA data, and the submission of annual performance

Q4. Frequency of communication regarding grant information, deadlines, expectations, requirements, or other pertinent information

Think about the technical assistance, including meetings, written guidance, webinars, and presentations that you receive from the P2 technical assistance team. On a 10-point scale, where "1" is "Not very effective" and "10" is "Very effective," please rate the following:

Q5. Relevance and usefulness to your project and program activities

Q6. Frequency of communication

Q7. Use of technology to deliver services

Appendix B:
Attribute Tables and Non-Scored
Responses

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	1,390	1,134	
ED Staff/Coordination	84	81	↓
Knowledge of relevant legislation, regulations, policies, and procedures	86	84	↓
Responsiveness to your questions	82	80	↓
Accuracy of responses	86	84	↓
Sufficiency of legal guidance in responses	83	81	↓
Consistency of responses with ED staff from different program offices	80	80	
Collaboration with other ED programs or offices in providing relevant services	83	80	↓
Online Resources	71	72	
Ease of finding materials online	69	69	
Ease of submitting information to ED via the web	73	75	↑
Freshness of content	72	72	
Ability to accomplish what you want on the site	71	72	
Ease of reading the site	72	73	
Ease of navigation	69	71	
Technical Assistance	76	72	↓
Department Staff - Helped build capacity to implement reform	75	70	↓
Department-Funded Tech Assistance Providers - Helped build capacity to implement	74	71	↓
Increased knowledge/awareness regarding key issues	77	71	↓
Higher quality implementation of this program	79	75	↓
State was able to develop, improve, or support promising practices	77	73	↓
Technology	74	72	
ED's effectiveness in using technology to deliver its services	76	74	
ED's quality of assistance	75	76	
Effectiveness of automated process in improving state/LEA reporting	72	73	
Expected reduction in federal paperwork	66	65	
Documents	77	75	↓
Clarity	77	75	↓
Organization of information	78	77	
Sufficiency of detail to meet your program needs	77	74	↓
Relevance to your areas of need	79	77	↓
Comprehensiveness in addressing the scope of issues that you face	76	73	↓
Information in Application Package	85	85	
Program Purpose	86	86	
Program Priorities	85	86	
Selection Criteria	85	83	
Review Process	81	81	
Budget Information and Forms	82	83	
Deadline for Submission	87	89	
Dollar Limit on Awards	85	86	
Page Limitation Instructions	86	86	
Formatting Instructions	84	84	
Program Contact	87	88	

Significant Difference between scores at 90% confidence level

* Statistically significant difference from 2014 scores at 90 percent level of confidence.

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	1,390	1,134	
OESE's Technical Assistance	74	72	
Effectiveness of OESE in helping you learn to implement grant programs	77	74	↓
Usefulness of OESE's technical assistance services as a model	68	66	
Customer Satisfaction Index	69	69	
How satisfied are you with ED's products and services	75	74	
How well ED's products and services meet expectations	66	66	
How well ED compares with ideal products and services	65	64	

Significant Difference between scores at 90% confidence level
 * Statistically significant difference from 2014 scores at 90 percent level of confidence.

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Demographics

Program	2014		2015	
	Percent	Frequency	Percent	Frequency
Native American and Alaska Native Children in School Program	2%	11	1%	9
National Professional Development Program	8%	56	6%	69
Adult Education and Family Literacy to State Directors of Adult Education	3%	20	3%	38
Carl D. Perkins Career and Technical Education State Directors	4%	28	2%	23
Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)	4%	26	3%	29
Doctoral Dissertation Research Abroad (DDRA)	0%	0	3%	29
Educational Opportunity Centers (EOC)	0%	0	6%	72
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)	0%	0	8%	86
Strengthening Institutional Programs (SIP)	0%	0	9%	102
Tribally Controlled Colleges and Universities (TCCU)	0%	0	1%	13
State Directors of Special Education (Part B)	2%	16	1%	17
Lead Agency Early Intervention Coordinators (Part C)	3%	23	2%	22
Improving Teacher Quality State Grants	8%	57	2%	19
21st Century Community Learning Centers	4%	26	3%	29
Alaska Native Education (ANE) Program	4%	26	2%	26
Striving Readers Comprehensive Literacy Program	1%	5	0%	5
Mathematics and Science Partnerships	5%	34	3%	35
Payments for Federally Connected Children (Section 8003)	6%	37	6%	66
Payments for Federal Property (Section 8002)	6%	37	4%	48
Race to the Top – Early Learning Challenge Fund	3%	17	2%	19
Indian Education Formula Grants to Local Educational Agencies & National Activities	4%	27	5%	58
Migrant Education Programs (Title I, Part C)	5%	34	3%	30
High School Equivalency Program – Migrant Education	5%	35	2%	25
Elementary and Secondary School Counseling Program	3%	23	1%	17
School Improvement Fund	4%	28	2%	21
Improving Basic Programs Operated by Local Educational Agencies – Title I	3%	18	1%	15
English Language Acquisition State Grants (Title III State Formula Grants)	6%	38	2%	22
Education for Homeless Children and Youth – McKinney-Vento	3%	19	3%	37
Neglected and Delinquent State and Local Agency Programs	2%	14	3%	30
Rural Education Achievement Program/Rural and Low Income School Program	1%	9	2%	23
Rural Education Achievement Program/Small, Rural School Achievement Program	1%	8	3%	29
School Climate Transformation Grants/State Department of Education	0%	0	1%	7
School Climate Transformation Grants/Local Education Agency	0%	0	4%	45
Project Prevent	0%	0	2%	19
Number of Respondents		672		1,134
Reporting system used for reporting accountability data				
EDEN/EDFacts	51%	393	50%	345
Other electronic system	35%	267	38%	262
Do not use electronic system, submit hard copy	14%	107	12%	86
Number of Respondents		767		693

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	28%	387	25%	281
Agree	59%	817	59%	670
Disagree	10%	135	9%	106
Strongly Disagree	2%	29	2%	27
Does Not Apply	2%	22	4%	50
Number of Respondents		1,390		1,134
Issued formal complaint about assistance received from ED staff member				
Issued complaint	1%	12	1%	12
Have not issued complaint	99%	1,378	99%	1,122
Number of Respondents		1,390		1,134

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - 21st Century Community Learning Centers
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	26	29	
ED Staff/Coordination	76	73	
Knowledge of relevant legislation, regulations, policies, and procedures	78	76	
Responsiveness to your questions	80	68	
Accuracy of responses	80	81	
Sufficiency of legal guidance in responses	75	76	
Consistency of responses with ED staff from different program offices	70	67	
Collaboration with other ED programs or offices in providing relevant services	72	59	
Online Resources	56	61	
Ease of finding materials online	53	62	
Ease of submitting information to ED via the web	52	57	
Freshness of content	52	56	
Ability to accomplish what you want on the site	58	62	
Ease of reading the site	57	65	
Ease of navigation	58	65	
Technical Assistance	60	63	
Department Staff - Helped build capacity to implement reform	58	60	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	63	65	
Increased knowledge/awareness regarding key issues	57	60	
Higher quality implementation of this program	61	65	
State was able to develop, improve, or support promising practices	62	65	
Technology	63	65	
ED's effectiveness in using technology to deliver its services	69	69	
ED's quality of assistance	60	68	
Effectiveness of automated process in improving state/LEA reporting	52	59	
Expected reduction in federal paperwork	57	66	
Documents	65	63	
Clarity	66	63	
Organization of information	69	66	
Sufficiency of detail to meet your program needs	61	61	
Relevance to your areas of need	66	67	
Comprehensiveness in addressing the scope of issues that you face	61	58	

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - 21st Century Community Learning Centers
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	26	29	
OESE's Technical Assistance	61	59	
Effectiveness of OESE in helping you learn to implement grant programs	67	62	
Usefulness of OESE's technical assistance services as a model	54	56	
Customer Satisfaction Index	53	54	
How satisfied are you with ED's products and services	60	60	
How well ED's products and services meet expectations	48	52	
How well ED compares with ideal products and services	48	50	
Complaint	4	0	
Issued a formal complaint about assistance received from ED staff member	4	0	
21st Century Community Learning Centers	74	74	
Knowledge of grant and program administration issues	75	73	
Helpfulness and knowledge of contractor	--	64	
Effectiveness of national leadership conferences and institutes	--	75	
Support is helpful	--	72	
Responsiveness to questions about after school programs requirements	--	74	
Responsiveness to questions about regulations	--	77	
Timeliness in returning phone calls and responding to emails	--	72	
Effectiveness in providing technical assistance regarding annual performance rep	--	76	
Effectiveness in providing technical assistance regarding budget development/rev	--	71	
Frequency of communication	--	69	
Ease of website navigation	77	85	
Helpfulness of information on website	51	85	↑

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - 21st Century Community Learning Centers
Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	15%	4	7%	2
Other electronic system	69%	18	86%	25
Do not use electronic system, submit hard copy	15%	4	7%	2
Number of Respondents		26		29
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	4%	1	7%	2
Agree	65%	17	62%	18
Disagree	19%	5	17%	5
Strongly Disagree	8%	2	10%	3
Does Not Apply	4%	1	3%	1
Number of Respondents		26		29
Issued formal complaint about assistance received from ED staff member				
Issued complaint	4%	1	0%	0
Have not issued complaint	96%	25	100%	29
Number of Respondents		26		29
Length of service as 21st CCLC State Director				
Less than one year	8%	2	7%	2
More than one year	88%	23	93%	27
I ma not the state director but I have served in a leadership capacity for more than one year	4%	1	0%	0
Number of Respondents		26		29

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Adult Education and Family Literacy to State Directors of Adult Education
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	20	38	
ED Staff/Coordination	91	85	
Knowledge of relevant legislation, regulations, policies, and procedures	94	87	↓
Responsiveness to your questions	92	87	
Accuracy of responses	94	88	
Sufficiency of legal guidance in responses	86	81	
Consistency of responses with ED staff from different program offices	86	86	
Collaboration with other ED programs or offices in providing relevant services	93	82	↓
Online Resources	76	79	
Ease of finding materials online	69	74	
Ease of submitting information to ED via the web	89	89	
Freshness of content	79	82	
Ability to accomplish what you want on the site	73	79	
Ease of reading the site	76	80	
Ease of navigation	71	74	
Technical Assistance	84	79	
Department Staff - Helped build capacity to implement reform	81	77	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	81	78	
Increased knowledge/awareness regarding key issues	89	84	
Higher quality implementation of this program	85	79	
State was able to develop, improve, or support promising practices	84	76	
Technology	79	85	
ED's effectiveness in using technology to deliver its services	84	85	
ED's quality of assistance	81	--	
Effectiveness of automated process in improving state/LEA reporting	80	--	
Expected reduction in federal paperwork	68	--	
Documents	84	79	
Clarity	85	82	
Organization of information	88	82	
Sufficiency of detail to meet your program needs	83	78	
Relevance to your areas of need	83	80	
Comprehensiveness in addressing the scope of issues that you face	81	75	
Customer Satisfaction Index	75	75	
How satisfied are you with ED's products and services	80	82	
How well ED's products and services meet expectations	73	71	
How well ED compares with ideal products and services	72	71	
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	86	84	
Ease of reporting using the NRS web-based system	88	83	
Usefulness of the training offered by OVAE through its contract to support NRS	88	79	↓
Being well-organized	88	85	
Providing pre-planning adequate guidance	85	87	
Setting expectations for the visit	86	87	
Using state peer reviewers in the federal monitoring process	83	85	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Adult Education and Family Literacy to State Directors of Adult Education
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	20	38	
Being up-to-date	91	90	
Relevance of information	89	88	
Usefulness to your program	85	87	
Usefulness of products helping your state meet AEFLA program priorities	79	78	
Technical assistance provided addresses your program priorities and needs	81	75	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Adult Education and Family Literacy to State Directors of Adult Education
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	15%	3	0%	0
Other electronic system	85%	17	0%	0
Do not use electronic system, submit hard copy	0%	0	0%	0
Number of Respondents		20		0
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	40%	8	50%	19
Agree	55%	11	42%	16
Disagree	5%	1	5%	2
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	3%	1
Number of Respondents		20		38
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	20	100%	38
Number of Respondents		20		38

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Alaska Native Education (ANE) Program
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	26	26	
ED Staff/Coordination	82	80	
Knowledge of relevant legislation, regulations, policies, and procedures	84	83	
Responsiveness to your questions	79	76	
Accuracy of responses	83	84	
Sufficiency of legal guidance in responses	86	85	
Consistency of responses with ED staff from different program offices	81	84	
Collaboration with other ED programs or offices in providing relevant services	77	82	
Online Resources	71	66	
Ease of finding materials online	65	67	
Ease of submitting information to ED via the web	74	61	↓
Freshness of content	68	69	
Ability to accomplish what you want on the site	74	66	
Ease of reading the site	73	68	
Ease of navigation	73	67	
Technical Assistance	71	69	
Department Staff - Helped build capacity to implement reform	65	58	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	71	64	
Increased knowledge/awareness regarding key issues	70	69	
Higher quality implementation of this program	73	74	
State was able to develop, improve, or support promising practices	73	73	
Technology	71	64	
ED's effectiveness in using technology to deliver its services	68	68	
ED's quality of assistance	74	74	
Effectiveness of automated process in improving state/LEA reporting	67	69	
Expected reduction in federal paperwork	70	56	↓
Documents	75	70	
Clarity	74	69	
Organization of information	76	71	
Sufficiency of detail to meet your program needs	75	69	
Relevance to your areas of need	77	71	
Comprehensiveness in addressing the scope of issues that you face	73	69	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Alaska Native Education (ANE) Program
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	26	26	
OESE's Technical Assistance	70	70	
Effectiveness of OESE in helping you learn to implement grant programs	71	71	
Usefulness of OESE's technical assistance services as a model	66	62	
Customer Satisfaction Index	66	67	
How satisfied are you with ED's products and services	71	69	
How well ED's products and services meet expectations	62	67	
How well ED compares with ideal products and services	64	64	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Alaska Native Education (ANE) Program
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	26	26	
Alaska Native Education	83	84	
Knowledge of grant and program administration issues	76	79	
Knowledge of ANE team leader	--	86	
Program purpose	85	88	
Program priorities	86	88	
Selection criteria	83	86	
Review process	77	82	
Budget information and forms	85	87	
Deadline for submission	93	90	
Dollar limit on awards	85	88	
Page limitation instructions	85	90	
Formatting instructions	87	89	
Program contact	90	90	
Helpfulness of information on the website	66	69	
Ease of website navigation	61	61	

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Alaska Native Education (ANE) Program
Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	42%	11	8%	2
Other electronic system	50%	13	65%	17
Do not use electronic system, submit hard copy	8%	2	27%	7
Number of Respondents		26		26
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	19%	5	27%	7
Agree	73%	19	54%	14
Disagree	0%	0	12%	3
Strongly Disagree	8%	2	4%	1
Does Not Apply	0%	0	4%	1
Number of Respondents		26		26
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	26	100%	26
Number of Respondents		26		26
Where tech assist took place-				
Project Directors' meeting sponsored by the Department	25%	5	29%	5
Conference call/email exchange with your Program Officer	100%	20	94%	16
Program Officer	30%	6	18%	3
Monitoring contractor	0%	0	0%	0
Other	5%	1	0%	0
Number of Respondents		20		17
Program officer initiated technical assistance or Quarterly Monitoring Call				
Initiated technical assistance	77%	20	65%	17
Did not initiate	23%	6	35%	9
Number of Respondents		26		26

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Alaska Native Education (ANE) Program
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Length of service as ANE State Director				
Less than one year	12%	3	27%	7
More than one year	85%	22	69%	18
I ma not the state director but I have served in a leadership capacity for more than one year	4%	1	4%	1
Number of Respondents		26		26

~ Total percentage may exceed 100 due to multiple responses

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Carl D. Perkins Career and Technical Education State Directors
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	28	23	
ED Staff/Coordination	89	83	
Knowledge of relevant legislation, regulations, policies, and procedures	91	89	
Responsiveness to your questions	90	82	
Accuracy of responses	90	87	
Sufficiency of legal guidance in responses	87	78	
Consistency of responses with ED staff from different program offices	85	82	
Collaboration with other ED programs or offices in providing relevant services	86	90	
Online Resources	70	68	
Ease of finding materials online	68	66	
Ease of submitting information to ED via the web	67	65	
Freshness of content	74	72	
Ability to accomplish what you want on the site	69	68	
Ease of reading the site	72	70	
Ease of navigation	69	69	
Technical Assistance	80	69	
Department Staff - Helped build capacity to implement reform	82	67	↓
Department-Funded Tech Assistance Providers - Helped build capacity to implement	79	65	
Increased knowledge/awareness regarding key issues	83	74	
Higher quality implementation of this program	79	75	
State was able to develop, improve, or support promising practices	80	73	
Technology	74	76	
ED's effectiveness in using technology to deliver its services	81	76	
ED's quality of assistance	76	--	
Effectiveness of automated process in improving state/LEA reporting	69	--	
Expected reduction in federal paperwork	66	--	
Documents	81	79	
Clarity	81	78	
Organization of information	81	79	
Sufficiency of detail to meet your program needs	80	76	
Relevance to your areas of need	82	85	
Comprehensiveness in addressing the scope of issues that you face	81	78	
Customer Satisfaction Index	74	71	
How satisfied are you with ED's products and services	80	77	
How well ED's products and services meet expectations	70	69	
How well ED compares with ideal products and services	70	65	
Complaint	0	4	
Issued a formal complaint about assistance received from ED staff member	0	4	
Carl D. Perkins Career & Tech Ed Program to State Directors of Career & Tech Ed	73	75	
CAR's user-friendliness	65	68	
CAR's compatibility with state reporting systems	65	63	
Identifying and correcting compliance issues in your state	76	83	
Helping you to improve program quality	77	81	
Effectiveness of sessions on helping improve quality of career/tech ed programs	77	77	
PCRN's usefulness to your program	76	80	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Carl D. Perkins Career and Technical Education State Directors
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	28	23	
Database's user-friendliness	74	75	
Database's compatibility with state reporting systems	72	64	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Carl D. Perkins Career and Technical Education State Directors
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	79%	22	0%	0
Other electronic system	21%	6	0%	0
Do not use electronic system, submit hard copy	0%	0	0%	0
Number of Respondents		28		0
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	18%	5	35%	8
Agree	71%	20	52%	12
Disagree	7%	2	13%	3
Strongly Disagree	4%	1	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		28		23
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	4%	1
Have not issued complaint	100%	28	96%	22
Number of Respondents		28		23

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Doctoral Dissertation Research Abroad (DDRA)
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	0	29	
ED Staff/Coordination	--	78	
Knowledge of relevant legislation, regulations, policies, and procedures	--	84	
Responsiveness to your questions	--	69	
Accuracy of responses	--	83	
Sufficiency of legal guidance in responses	--	82	
Consistency of responses with ED staff from different program offices	--	78	
Collaboration with other ED programs or offices in providing relevant services	--	89	
Online Resources	--	64	
Ease of finding materials online	--	67	
Ease of submitting information to ED via the web	--	63	
Freshness of content	--	70	
Ability to accomplish what you want on the site	--	64	
Ease of reading the site	--	61	
Ease of navigation	--	61	
Technical Assistance	--	77	
Department Staff - Helped build capacity to implement reform	--	81	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	--	78	
Increased knowledge/awareness regarding key issues	--	78	
Higher quality implementation of this program	--	76	
State was able to develop, improve, or support promising practices	--	74	
Technology	--	69	
ED's effectiveness in using technology to deliver its services	--	69	
ED's quality of assistance	--	--	
Effectiveness of automated process in improving state/LEA reporting	--	--	
Expected reduction in federal paperwork	--	--	
Information in Application Package	--	83	
Program Purpose	--	86	
Program Priorities	--	83	
Selection Criteria	--	84	
Review Process	--	82	
Budget Information and Forms	--	78	
Deadline for Submission	--	92	
Dollar Limit on Awards	--	78	
Page Limitation Instructions	--	82	
Formatting Instructions	--	75	
Program Contact	--	92	
Customer Satisfaction Index	--	65	
How satisfied are you with ED's products and services	--	70	
How well ED's products and services meet expectations	--	63	
How well ED compares with ideal products and services	--	59	
Complaint	--	0	
Issued a formal complaint about assistance received from ED staff member	--	0	
Doctoral Dissertation Research Abroad	--	74	
Responsiveness to questions	--	70	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Doctoral Dissertation Research Abroad (DDRA)
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	0	29	
Knowledge of relevant legislation, regulations, policies, and procedures	--	83	
Ability to resolve issues, if necessary	--	79	
Use of clear and concise written and verbal communication	--	78	
Provision of reliable and accurate technical assistance	--	80	
Usefulness of documents in the award package	--	72	
IRIS System for program administration	--	70	
IRIS User Manuals	--	64	

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Doctoral Dissertation Research Abroad (DDRA)
Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	0%	0	17%	5
Agree	0%	0	59%	17
Disagree	0%	0	14%	4
Strongly Disagree	0%	0	7%	2
Does Not Apply	0%	0	3%	1
Number of Respondents		0		29
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	0%	0	100%	29
Number of Respondents		0		29
How often you interact with ED staff				
Weekly	0%	0	3%	1
Monthly	0%	0	28%	8
A few times a year	0%	0	59%	17
Once a year	0%	0	10%	3
Number of Respondents		0		29
Received consistent information from DDRA program				
Received consistent information from the DDRA program	0%	0	83%	24
Did not receive consistent information from the DDRA program	0%	0	17%	5
Number of Respondents		0		29

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Doctoral Dissertation Research Abroad (DDRA)
Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Opinion based - DDRA contributions~				
Data collected from DDRA program	0%	0	62%	18
Other data collected by your institution	0%	0	38%	11
Other data to which you have access	0%	0	28%	8
Number of Respondents		0		29
Opinion based - Doctoral degrees~				
Data collected from DDRA program	0%	0	41%	12
Other data collected by your institution	0%	0	48%	14
Other data to which you have access	0%	0	28%	8
Number of Respondents		0		29
DDRA program contributes to improvement				
DDRA program contributes to improving the graduation or employment rates of fellows/participants	0%	0	93%	27
DDRA program does not contribute to improving the graduation or employment rates of fellows/participants	0%	0	7%	2
Number of Respondents		0		29
Opinion based - Employment rates~				
Data collected from DDRA program	0%	0	38%	11
Other data collected by your institution	0%	0	55%	16
Other data to which you have access	0%	0	24%	7
Number of Respondents		0		29

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Education for Homeless Children and Youth – McKinney-Education for Homeless Children and Youth – McKinney-Vento
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	19	37	
ED Staff/Coordination	89	91	
Knowledge of relevant legislation, regulations, policies, and procedures	92	95	
Responsiveness to your questions	88	91	
Accuracy of responses	90	94	
Sufficiency of legal guidance in responses	88	90	
Consistency of responses with ED staff from different program offices	84	86	
Collaboration with other ED programs or offices in providing relevant services	89	86	
Online Resources	76	70	
Ease of finding materials online	74	68	
Ease of submitting information to ED via the web	79	80	
Freshness of content	77	74	
Ability to accomplish what you want on the site	77	71	
Ease of reading the site	77	71	
Ease of navigation	74	69	
Technical Assistance	92	90	
Department Staff - Helped build capacity to implement reform	87	84	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	94	95	
Increased knowledge/awareness regarding key issues	97	94	
Higher quality implementation of this program	97	92	↓
State was able to develop, improve, or support promising practices	84	89	
Technology	79	80	
ED's effectiveness in using technology to deliver its services	88	86	
ED's quality of assistance	80	81	
Effectiveness of automated process in improving state/LEA reporting	76	80	
Expected reduction in federal paperwork	65	71	
Documents	83	86	
Clarity	78	86	↑
Organization of information	83	88	
Sufficiency of detail to meet your program needs	83	84	
Relevance to your areas of need	87	89	
Comprehensiveness in addressing the scope of issues that you face	82	85	

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Education for Homeless Children and Youth – McKinney-Education for Homeless Children and Youth – McKinney-Vento
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	19	37	
OESE's Technical Assistance	85	83	
Effectiveness of OESE in helping you learn to implement grant programs	90	86	
Usefulness of OESE's technical assistance services as a model	80	78	
Customer Satisfaction Index	77	78	
How satisfied are you with ED's products and services	81	83	
How well ED's products and services meet expectations	78	74	
How well ED compares with ideal products and services	73	76	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Education for Homeless Children and Youth - McKinney-Vento	94	95	
Responsiveness in answering questions - US Department of Education	89	89	
Knowledge of technical material - US Department of Education	90	94	
Meeting program compliance requirements - US Department of Education	90	87	
Assisting you to impact performance results - US Department of Education	85	81	
Developing cross-agency collaborations - US Department of Education	83	83	
Responsiveness in answering questions - Technical Assistance Center (NCHE)	96	96	
Knowledge of technical material - Technical Assistance Center (NCHE)	96	97	
Meeting program compliance requirements - Technical Assistance Center (NCHE)	96	97	
Assisting you to impact performance results - Technical Assistance Center (NCHE)	95	96	
Developing cross-agency collaborations - Technical Assistance Center (NCHE)	87	89	
Direct one-on-one TA calls - Quality	94	96	
Webinars - Quality	94	95	
State Coordinators meeting - Quality	94	97	
Website - Quality	90	88	
Products - Quality	94	91	
Direct one-on-one TA calls - Usefulness	96	97	
Webinars - Usefulness	95	97	
State Coordinators meeting - Usefulness	96	99	
Website - Usefulness	94	98	
Products - Usefulness	95	97	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Education for Homeless Children and Youth – McKinney-Education for Homeless Children and Youth – McKinney-Vento
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	100%	19	89%	33
Other electronic system	0%	0	8%	3
Do not use electronic system, submit hard copy	0%	0	3%	1
Number of Respondents		19		37
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	42%	8	41%	15
Agree	53%	10	57%	21
Disagree	5%	1	3%	1
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		19		37
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	19	100%	37
Number of Respondents		19		37

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Educational Opportunity Centers (EOC)
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	0	72	
ED Staff/Coordination	--	78	
Knowledge of relevant legislation, regulations, policies, and procedures	--	83	
Responsiveness to your questions	--	74	
Accuracy of responses	--	81	
Sufficiency of legal guidance in responses	--	77	
Consistency of responses with ED staff from different program offices	--	73	
Collaboration with other ED programs or offices in providing relevant services	--	75	
Online Resources	--	76	
Ease of finding materials online	--	75	
Ease of submitting information to ED via the web	--	83	
Freshness of content	--	74	
Ability to accomplish what you want on the site	--	77	
Ease of reading the site	--	76	
Ease of navigation	--	75	
Technical Assistance	--	66	
Department Staff - Helped build capacity to implement reform	--	70	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	--	70	
Increased knowledge/awareness regarding key issues	--	62	
Higher quality implementation of this program	--	70	
State was able to develop, improve, or support promising practices	--	61	
Technology	--	80	
ED's effectiveness in using technology to deliver its services	--	80	
ED's quality of assistance	--	--	
Effectiveness of automated process in improving state/LEA reporting	--	--	
Expected reduction in federal paperwork	--	--	
Information in Application Package	--	85	
Program Purpose	--	85	
Program Priorities	--	86	
Selection Criteria	--	84	
Review Process	--	82	
Budget Information and Forms	--	84	
Deadline for Submission	--	87	
Dollar Limit on Awards	--	83	
Page Limitation Instructions	--	86	
Formatting Instructions	--	84	
Program Contact	--	86	
Customer Satisfaction Index	--	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	--	0	
Issued a formal complaint about assistance received from ED staff member	--	0	
Educational Opportunity Centers	--	78	
Knowledge of relevant legislation, regulations, policies, and procedures	--	81	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Educational Opportunity Centers (EOC)
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	0	72	
Responsiveness to inquiries	--	72	
Timely resolution of general programmatic and financial issues	--	76	
Ability to assist you in interacting with institutional officials	--	77	
Knowledge of the annual performance report	--	84	
Timely acknowledgement and processing of admin action requests	--	78	
Ability to respond to all issues	--	81	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Educational Opportunity Centers (EOC)
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	0%	0	14%	10
Agree	0%	0	75%	54
Disagree	0%	0	10%	7
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	1%	1
Number of Respondents		0		72
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	0%	0	100%	72
Number of Respondents		0		72
Received consistent information from EOC office				
Received consistent information from the EOC program office	0%	0	71%	51
Did not receive consistent information from the EOC program office	0%	0	13%	9
Don't know/Not applicable	0%	0	17%	12
Number of Respondents		0		72

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Elementary and Secondary School Counseling Program
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	23	17	
ED Staff/Coordination	87	85	
Knowledge of relevant legislation, regulations, policies, and procedures	89	88	
Responsiveness to your questions	80	82	
Accuracy of responses	90	92	
Sufficiency of legal guidance in responses	88	83	
Consistency of responses with ED staff from different program offices	79	88	
Collaboration with other ED programs or offices in providing relevant services	81	79	
Online Resources	73	63	
Ease of finding materials online	70	68	
Ease of submitting information to ED via the web	70	56	
Freshness of content	78	70	
Ability to accomplish what you want on the site	78	61	↓
Ease of reading the site	74	61	
Ease of navigation	73	61	
Technical Assistance	81	83	
Department Staff - Helped build capacity to implement reform	81	93	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	79	89	
Increased knowledge/awareness regarding key issues	75	89	
Higher quality implementation of this program	83	89	
State was able to develop, improve, or support promising practices	80	50	
Technology	70	75	
ED's effectiveness in using technology to deliver its services	69	83	
ED's quality of assistance	81	79	
Effectiveness of automated process in improving state/LEA reporting	72	63	
Expected reduction in federal paperwork	67	68	
Documents	75	77	
Clarity	71	76	
Organization of information	77	80	
Sufficiency of detail to meet your program needs	76	75	
Relevance to your areas of need	78	82	
Comprehensiveness in addressing the scope of issues that you face	76	73	

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Elementary and Secondary School Counseling Program
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	23	17	
OESE's Technical Assistance	82	72	
Effectiveness of OESE in helping you learn to implement grant programs	84	76	
Usefulness of OESE's technical assistance services as a model	84	64	
Customer Satisfaction Index	75	69	
How satisfied are you with ED's products and services	78	74	
How well ED's products and services meet expectations	72	66	
How well ED compares with ideal products and services	73	65	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Elementary and Secondary School Counseling Program	83	80	
Responsiveness to questions about ESSC program requirements	83	86	
Responsiveness to questions about applicable Department of Education (EDGAR) and	84	86	
Timeliness in returning phone calls and responding to emails	79	84	
Effectiveness providing instructions - Annual performance reports and GPRA	85	81	
Effectiveness providing instructions - Budget development, revisions, reporting	86	86	
Frequency of communication regarding grant information, deadlines, expectations,	84	86	
Instructions and guidance regarding GPRA data collection and reporting	78	78	
Relevance and usefulness to your program and program activities	84	80	
Relevance and usefulness to your program's sustainability	82	76	
Importance of a site visit of your program	29	32	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Elementary and Secondary School Counseling Program
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	30%	7	24%	4
Other electronic system	48%	11	65%	11
Do not use electronic system, submit hard copy	22%	5	12%	2
Number of Respondents		23		17
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	61%	14	35%	6
Agree	26%	6	35%	6
Disagree	4%	1	29%	5
Strongly Disagree	9%	2	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		23		17
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	23	100%	17
Number of Respondents		23		17

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - English Language Acquisition State Grants (Title III State Formula Grants)
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	38	22	
ED Staff/Coordination	82	67	↓
Knowledge of relevant legislation, regulations, policies, and procedures	88	73	↓
Responsiveness to your questions	85	68	↓
Accuracy of responses	84	68	↓
Sufficiency of legal guidance in responses	82	70	
Consistency of responses with ED staff from different program offices	75	64	
Collaboration with other ED programs or offices in providing relevant services	74	59	
Online Resources	64	55	
Ease of finding materials online	60	56	
Ease of submitting information to ED via the web	74	63	↓
Freshness of content	64	55	
Ability to accomplish what you want on the site	65	54	↓
Ease of reading the site	65	59	
Ease of navigation	62	52	
Technical Assistance	70	60	
Department Staff - Helped build capacity to implement reform	70	59	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	69	54	
Increased knowledge/awareness regarding key issues	73	60	
Higher quality implementation of this program	73	61	
State was able to develop, improve, or support promising practices	71	59	
Technology	70	62	
ED's effectiveness in using technology to deliver its services	69	62	
ED's quality of assistance	74	60	↓
Effectiveness of automated process in improving state/LEA reporting	70	60	
Expected reduction in federal paperwork	63	63	
Documents	69	69	
Clarity	69	72	
Organization of information	72	70	
Sufficiency of detail to meet your program needs	67	66	
Relevance to your areas of need	72	69	
Comprehensiveness in addressing the scope of issues that you face	65	66	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - English Language Acquisition State Grants (Title III State Formula Grants)
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	38	22	
OESE's Technical Assistance	72	53	↓
Effectiveness of OESE in helping you learn to implement grant programs	74	58	↓
Usefulness of OESE's technical assistance services as a model	69	51	↓
Customer Satisfaction Index	61	56	
How satisfied are you with ED's products and services	67	60	
How well ED's products and services meet expectations	59	52	
How well ED compares with ideal products and services	57	55	
Complaint	3	0	
Issued a formal complaint about assistance received from ED staff member	3	0	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - English Language Acquisition State Grants (Title III State Formula Grants)
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	38	22	
English Language Acquisition State Grants (Title III State Formula Grants)	80	63	↓
Timeliness of response from program officer	86	62	↓
Clarity of information from program officer	82	62	↓
Usefulness of technical assistance from program officer	84	64	↓
Providing an interpretation of the Title III statute and/or regulations	82	61	↓
Helping with your implementation of Title III in your state	83	62	↓
Method of delivery of technical assistance from Title III activities	79	66	
Clarity of information of technical assistance from Title III activities	77	61	↓
Usefulness of technical assistance from Title III activities	77	61	
Helping your State comply with Title III requirements	86	86	
Helping your State improve programs for English learners	77	86	
Effectiveness of website in providing needed information	69	72	
Effectiveness of website in helping inform programs serving ELLs in your state	68	66	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - English Language Acquisition State Grants (Title III State Formula Grants)
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	97%	37	86%	19
Other electronic system	0%	0	14%	3
Do not use electronic system, submit hard copy	3%	1	0%	0
Number of Respondents		38		22
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	11%	4	18%	4
Agree	63%	24	50%	11
Disagree	21%	8	18%	4
Strongly Disagree	3%	1	9%	2
Does Not Apply	3%	1	5%	1
Number of Respondents		38		22
Issued formal complaint about assistance received from ED staff member				
Issued complaint	3%	1	0%	0
Have not issued complaint	97%	37	100%	22
Number of Respondents		38		22
Received a Title III onsite monitoring visit in the past 2 years				
Received visit	68%	26	23%	5
Have not received visit	32%	12	68%	15
Don't know	0%	0	9%	2
Number of Respondents		38		22

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	26	29	
ED Staff/Coordination	74	77	
Knowledge of relevant legislation, regulations, policies, and procedures	80	83	
Responsiveness to your questions	69	72	
Accuracy of responses	76	83	
Sufficiency of legal guidance in responses	75	74	
Consistency of responses with ED staff from different program offices	71	69	
Collaboration with other ED programs or offices in providing relevant services	78	78	
Online Resources	64	72	
Ease of finding materials online	61	71	
Ease of submitting information to ED via the web	69	80	
Freshness of content	67	68	
Ability to accomplish what you want on the site	62	73	
Ease of reading the site	70	77	
Ease of navigation	63	77	↑
Technical Assistance	68	81	
Department Staff - Helped build capacity to implement reform	71	85	↑
Department-Funded Tech Assistance Providers - Helped build capacity to implement	61	77	
Increased knowledge/awareness regarding key issues	67	83	↑
Higher quality implementation of this program	71	81	
State was able to develop, improve, or support promising practices	66	79	
Technology	60	74	↑
ED's effectiveness in using technology to deliver its services	62	74	
ED's quality of assistance	60	72	
Effectiveness of automated process in improving state/LEA reporting	57	75	↑
Expected reduction in federal paperwork	50	76	↑
Documents	70	77	
Clarity	72	75	
Organization of information	72	80	
Sufficiency of detail to meet your program needs	69	74	
Relevance to your areas of need	72	82	
Comprehensiveness in addressing the scope of issues that you face	67	72	
Customer Satisfaction Index	61	67	
How satisfied are you with ED's products and services	67	74	
How well ED's products and services meet expectations	59	62	
How well ED compares with ideal products and services	56	63	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Financial Improvement and Post Audit Operations/Indirect Cost Group	69	76	
Knowledge of applicable regulations and guidance regarding indirect cost rates	73	83	
Timeliness of responses for technical assistance	59	70	
Timeliness of providing indirect cost rates	52	57	
Professionalism and Courtesy of the staff	85	84	

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)
Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	50%	13	31%	9
Other electronic system	12%	3	31%	9
Do not use electronic system, submit hard copy	38%	10	38%	11
Number of Respondents		26		29
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	12%	3	14%	4
Agree	62%	16	55%	16
Disagree	23%	6	10%	3
Strongly Disagree	4%	1	0%	0
Does Not Apply	0%	0	21%	6
Number of Respondents		26		29
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	26	100%	29
Number of Respondents		26		29
Has Cost Allocation Guide for State and Local Governments been a useful tool				
Has been useful	88%	23	72%	21
Has not been useful	12%	3	28%	8
Number of Respondents		26		29
Agree to a standardized computerized indirect rate submission form				
Would agree	88%	23	76%	22
Would not agree	12%	3	24%	7
Number of Respondents		26		29

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	0	86	
ED Staff/Coordination	--	79	
Knowledge of relevant legislation, regulations, policies, and procedures	--	83	
Responsiveness to your questions	--	80	
Accuracy of responses	--	83	
Sufficiency of legal guidance in responses	--	80	
Consistency of responses with ED staff from different program offices	--	77	
Collaboration with other ED programs or offices in providing relevant services	--	79	
Online Resources	--	71	
Ease of finding materials online	--	67	
Ease of submitting information to ED via the web	--	77	
Freshness of content	--	67	
Ability to accomplish what you want on the site	--	71	
Ease of reading the site	--	73	
Ease of navigation	--	71	
Technical Assistance	--	69	
Department Staff - Helped build capacity to implement reform	--	70	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	--	64	
Increased knowledge/awareness regarding key issues	--	68	
Higher quality implementation of this program	--	72	
State was able to develop, improve, or support promising practices	--	72	
Technology	--	68	
ED's effectiveness in using technology to deliver its services	--	68	
ED's quality of assistance	--	--	
Effectiveness of automated process in improving state/LEA reporting	--	--	
Expected reduction in federal paperwork	--	--	
Information in Application Package	--	86	
Program Purpose	--	88	
Program Priorities	--	88	
Selection Criteria	--	83	
Review Process	--	79	
Budget Information and Forms	--	82	
Deadline for Submission	--	91	
Dollar Limit on Awards	--	89	
Page Limitation Instructions	--	86	
Formatting Instructions	--	85	
Program Contact	--	89	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	0	86	
OESE's Technical Assistance	--	--	
Effectiveness of OESE in helping you learn to implement grant programs	--	--	
Usefulness of OESE's technical assistance services as a model	--	--	
Customer Satisfaction Index	--	67	
How satisfied are you with ED's products and services	--	74	
How well ED's products and services meet expectations	--	65	
How well ED compares with ideal products and services	--	61	
Complaint	--	0	
Issued a formal complaint about assistance received from ED staff member	--	0	
Gaining Early Awareness and Readiness for Undergraduate Programs	--	78	
Working relationship with GEAR UP program staff	--	79	
Accessibility you have to GEAR UP program staff	--	79	
Responsiveness of the GEAR UP program staff to your inquiries	--	79	
Quality of information or feedback from GEAR UP program staff	--	77	
CMBI assistance with technical issues	--	77	
Assistance with the website	--	79	

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	0%	0	23%	20
Agree	0%	0	55%	47
Disagree	0%	0	16%	14
Strongly Disagree	0%	0	1%	1
Does Not Apply	0%	0	5%	4
Number of Respondents		0		86
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	0%	0	100%	86
Number of Respondents		0		86
Information presented was useful				
The information presented was useful	0%	0	85%	73
The information presented was not useful	0%	0	15%	13
Number of Respondents		0		86
All questions and/or concerns addressed				
All questions/concerns were addressed	0%	0	74%	64
All questions/concerns were not addressed	0%	0	26%	22
Number of Respondents		0		86
Desired frequency of In person meetings with GEAR UP				
Quarterly	0%	0	15%	13
Annually	0%	0	45%	39
Bi-annually	0%	0	40%	34
Number of Respondents		0		86

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Desired frequency of webinars				
Quarterly	0%	0	69%	59
Annually	0%	0	14%	12
Bi-annually	0%	0	17%	15
Number of Respondents		0		86
Desired frequency of other means of technical assistance not mentioned				
Quarterly	0%	0	41%	35
Annually	0%	0	35%	30
Bi-annually	0%	0	24%	21
Number of Respondents		0		86
Received consistent information from the GEAR UP program office				
Received consistent information from the GEAR UP program office	0%	0	83%	71
Did not receive consistent information from the GEAR UP program office	0%	0	17%	15
Number of Respondents		0		86

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - High School Equivalency Program – Migrant Education
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	35	25	
ED Staff/Coordination	87	93	
Knowledge of relevant legislation, regulations, policies, and procedures	89	96	↑
Responsiveness to your questions	85	94	↑
Accuracy of responses	86	96	↑
Sufficiency of legal guidance in responses	87	92	
Consistency of responses with ED staff from different program offices	86	92	
Collaboration with other ED programs or offices in providing relevant services	89	89	
Online Resources	86	85	
Ease of finding materials online	83	84	
Ease of submitting information to ED via the web	89	88	
Freshness of content	85	84	
Ability to accomplish what you want on the site	87	85	
Ease of reading the site	88	86	
Ease of navigation	87	85	
Technical Assistance	84	84	
Department Staff - Helped build capacity to implement reform	84	82	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	88	82	
Increased knowledge/awareness regarding key issues	84	78	
Higher quality implementation of this program	87	88	
State was able to develop, improve, or support promising practices	84	90	
Technology	86	87	
ED's effectiveness in using technology to deliver its services	91	89	
ED's quality of assistance	86	93	↑
Effectiveness of automated process in improving state/LEA reporting	83	91	
Expected reduction in federal paperwork	83	80	
Documents	89	89	
Clarity	89	89	
Organization of information	90	90	
Sufficiency of detail to meet your program needs	90	88	
Relevance to your areas of need	90	91	
Comprehensiveness in addressing the scope of issues that you face	88	88	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - High School Equivalency Program – Migrant Education
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	35	25	
OESE's Technical Assistance	86	87	
Effectiveness of OESE in helping you learn to implement grant programs	86	87	
Usefulness of OESE's technical assistance services as a model	84	81	
Customer Satisfaction Index	80	81	
How satisfied are you with ED's products and services	85	85	
How well ED's products and services meet expectations	77	77	
How well ED compares with ideal products and services	76	78	
Complaint	3	0	
Issued a formal complaint about assistance received from ED staff member	3	0	
High School Equivalency Program (HEP)	90	92	
Accessibility and responsiveness of program staff	89	94	
Timely resolution of questions by program staff	86	93	
Clarity of information provided by program staff	89	93	
Usefulness and relevance of technical assistance strategies	92	92	
Usefulness and relevance of semi-annual conference calls	92	90	
Usefulness and relevance of courtesy calls	92	90	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - High School Equivalency Program – Migrant Education
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	14%	5	16%	4
Other electronic system	74%	26	68%	17
Do not use electronic system, submit hard copy	11%	4	16%	4
Number of Respondents		35		25
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	51%	18	44%	11
Agree	43%	15	48%	12
Disagree	3%	1	8%	2
Strongly Disagree	3%	1	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		35		25
Issued formal complaint about assistance received from ED staff member				
Issued complaint	3%	1	0%	0
Have not issued complaint	97%	34	100%	25
Number of Respondents		35		25

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Improving Basic Programs Operated by Local Educational Agencies – Title I
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	18	15	
ED Staff/Coordination	83	86	
Knowledge of relevant legislation, regulations, policies, and procedures	84	88	
Responsiveness to your questions	79	84	
Accuracy of responses	86	89	
Sufficiency of legal guidance in responses	83	87	
Consistency of responses with ED staff from different program offices	80	85	
Collaboration with other ED programs or offices in providing relevant services	82	81	
Online Resources	62	66	
Ease of finding materials online	56	60	
Ease of submitting information to ED via the web	71	78	
Freshness of content	65	67	
Ability to accomplish what you want on the site	59	67	
Ease of reading the site	65	67	
Ease of navigation	57	59	
Technical Assistance	73	66	
Department Staff - Helped build capacity to implement reform	78	68	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	67	63	
Increased knowledge/awareness regarding key issues	75	70	
Higher quality implementation of this program	71	72	
State was able to develop, improve, or support promising practices	73	71	
Technology	65	63	
ED's effectiveness in using technology to deliver its services	74	67	
ED's quality of assistance	67	77	
Effectiveness of automated process in improving state/LEA reporting	66	73	
Expected reduction in federal paperwork	51	46	
Documents	71	83	↑
Clarity	72	81	
Organization of information	73	82	
Sufficiency of detail to meet your program needs	69	85	↑
Relevance to your areas of need	72	85	↑
Comprehensiveness in addressing the scope of issues that you face	68	81	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Improving Basic Programs Operated by Local Educational Agencies – Title I
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	18	15	
OESE's Technical Assistance	69	72	
Effectiveness of OESE in helping you learn to implement grant programs	74	78	
Usefulness of OESE's technical assistance services as a model	63	66	
Customer Satisfaction Index	63	68	
How satisfied are you with ED's products and services	69	76	
How well ED's products and services meet expectations	62	66	
How well ED compares with ideal products and services	59	61	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Improving Basic Programs Operated by Local Educational Agencies	78	79	
Technical assistance on ESEA flexibility during implementation	74	73	
Accessibility of U.S. Department of Education ESEA flexibility program staff	82	84	
Responsiveness of U.S. Department of Education ESEA flexibility program staff	77	86	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Improving Basic Programs Operated by Local Educational Agencies – Title I
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	100%	18	100%	15
Other electronic system	0%	0	0%	0
Do not use electronic system, submit hard copy	0%	0	0%	0
Number of Respondents		18		15
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	22%	4	13%	2
Agree	61%	11	73%	11
Disagree	17%	3	0%	0
Strongly Disagree	0%	0	7%	1
Does Not Apply	0%	0	7%	1
Number of Respondents		18		15
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	18	100%	15
Number of Respondents		18		15

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Improving Teacher Quality State Grants
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	57	19	
ED Staff/Coordination	86	69	↓
Knowledge of relevant legislation, regulations, policies, and procedures	85	71	↓
Responsiveness to your questions	87	68	↓
Accuracy of responses	90	71	↓
Sufficiency of legal guidance in responses	85	66	↓
Consistency of responses with ED staff from different program offices	83	64	↓
Collaboration with other ED programs or offices in providing relevant services	84	65	↓
Online Resources	64	55	
Ease of finding materials online	59	49	
Ease of submitting information to ED via the web	77	69	
Freshness of content	66	53	↓
Ability to accomplish what you want on the site	63	53	
Ease of reading the site	66	58	
Ease of navigation	63	50	↓
Technical Assistance	72	55	↓
Department Staff - Helped build capacity to implement reform	70	43	↓
Department-Funded Tech Assistance Providers - Helped build capacity to implement	68	64	
Increased knowledge/awareness regarding key issues	73	53	↓
Higher quality implementation of this program	76	61	↓
State was able to develop, improve, or support promising practices	76	58	↓
Technology	64	51	↓
ED's effectiveness in using technology to deliver its services	69	52	↓
ED's quality of assistance	73	51	↓
Effectiveness of automated process in improving state/LEA reporting	66	58	
Expected reduction in federal paperwork	63	51	
Documents	77	58	↓
Clarity	77	61	↓
Organization of information	79	60	↓
Sufficiency of detail to meet your program needs	76	52	↓
Relevance to your areas of need	79	59	↓
Comprehensiveness in addressing the scope of issues that you face	74	58	↓

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Improving Teacher Quality State Grants
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	57	19	
OESE's Technical Assistance	68	48	↓
Effectiveness of OESE in helping you learn to implement grant programs	74	52	↓
Usefulness of OESE's technical assistance services as a model	60	38	↓
Customer Satisfaction Index	65	50	↓
How satisfied are you with ED's products and services	69	58	↓
How well ED's products and services meet expectations	64	46	↓
How well ED compares with ideal products and services	61	44	↓
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Improving Teacher Quality State Grants	84	70	↓
Ease of reaching the person who could address your concern	83	74	
Ability to resolve your issue	85	67	↓

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Improving Teacher Quality State Grants
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	47%	27	79%	15
Other electronic system	19%	11	16%	3
Do not use electronic system, submit hard copy	33%	19	5%	1
Number of Respondents		57		19
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	18%	10	5%	1
Agree	61%	35	74%	14
Disagree	9%	5	11%	2
Strongly Disagree	2%	1	5%	1
Does Not Apply	11%	6	5%	1
Number of Respondents		57		19
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	57	100%	19
Number of Respondents		57		19

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Indian Education Formula Grants to Local Educational Agencies National Activities
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	27	58	
ED Staff/Coordination	88	87	
Knowledge of relevant legislation, regulations, policies, and procedures	87	87	
Responsiveness to your questions	88	89	
Accuracy of responses	90	88	
Sufficiency of legal guidance in responses	87	85	
Consistency of responses with ED staff from different program offices	85	88	
Collaboration with other ED programs or offices in providing relevant services	90	89	
Online Resources	85	81	
Ease of finding materials online	80	78	
Ease of submitting information to ED via the web	91	86	
Freshness of content	84	81	
Ability to accomplish what you want on the site	86	83	
Ease of reading the site	87	82	
Ease of navigation	83	81	
Technical Assistance	76	64	
Department Staff - Helped build capacity to implement reform	76	68	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	73	78	
Increased knowledge/awareness regarding key issues	75	67	
Higher quality implementation of this program	78	63	
State was able to develop, improve, or support promising practices	73	63	
Technology	87	82	
ED's effectiveness in using technology to deliver its services	88	84	
ED's quality of assistance	87	88	
Effectiveness of automated process in improving state/LEA reporting	87	84	
Expected reduction in federal paperwork	79	79	
Documents	83	82	
Clarity	82	80	
Organization of information	82	82	
Sufficiency of detail to meet your program needs	84	83	
Relevance to your areas of need	85	83	
Comprehensiveness in addressing the scope of issues that you face	83	80	

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Indian Education Formula Grants to Local Educational Agencies National Activities
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	27	58	
OESE's Technical Assistance	81	85	
Effectiveness of OESE in helping you learn to implement grant programs	83	86	
Usefulness of OESE's technical assistance services as a model	75	81	
Customer Satisfaction Index	80	80	
How satisfied are you with ED's products and services	84	84	
How well ED's products and services meet expectations	74	79	
How well ED compares with ideal products and services	79	77	
Complaint	0	2	
Issued a formal complaint about assistance received from ED staff member	0	2	
Indian Education Formula Grants to Local Education Agencies	90	87	
TA helps with implementation of Title VII Formula grant program	88	86	
TA's responsiveness to answering questions and/or information requests	89	89	
TA disseminates accurate information	88	89	
TA's timeliness of providing information to meet your application deadlines	92	90	
Usefulness of the information in the guidance documents	84	83	
Effectiveness of relationship with the Title VII, OIE program office	85	87	
Ease of using EASIE system in applying for a grant	91	89	
EASIE system disseminates information in a timely manner	91	91	
Training provided on the EASIE system and grant application process	90	84	↓
Overall user-friendliness of the EASIE application system	91	88	
Support and technical assistance during grant application process	92	88	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Indian Education Formula Grants to Local Educational Agencies National Activities
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	93%	25	84%	49
Other electronic system	0%	0	10%	6
Do not use electronic system, submit hard copy	7%	2	5%	3
Number of Respondents		27		58
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	56%	15	36%	21
Agree	37%	10	57%	33
Disagree	4%	1	2%	1
Strongly Disagree	0%	0	0%	0
Does Not Apply	4%	1	5%	3
Number of Respondents		27		58
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	2%	1
Have not issued complaint	100%	27	98%	57
Number of Respondents		27		58

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Lead Agency Early Intervention Coordinators (Part C)
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	23	22	
ED Staff/Coordination	77	80	
Knowledge of relevant legislation, regulations, policies, and procedures	83	86	
Responsiveness to your questions	76	82	
Accuracy of responses	80	81	
Sufficiency of legal guidance in responses	74	79	
Consistency of responses with ED staff from different program offices	67	77	
Collaboration with other ED programs or offices in providing relevant services	81	80	
Online Resources	57	67	
Ease of finding materials online	51	62	
Ease of submitting information to ED via the web	75	71	
Freshness of content	67	71	
Ability to accomplish what you want on the site	57	65	
Ease of reading the site	55	68	
Ease of navigation	51	66	↑
Technical Assistance	76	83	
Department Staff - Helped build capacity to implement reform	56	76	↑
Department-Funded Tech Assistance Providers - Helped build capacity to implement	84	88	
Increased knowledge/awareness regarding key issues	81	82	
Higher quality implementation of this program	77	85	
State was able to develop, improve, or support promising practices	76	88	
Technology	63	72	
ED's effectiveness in using technology to deliver its services	68	76	
ED's quality of assistance	70	81	↑
Effectiveness of automated process in improving state/LEA reporting	68	69	
Expected reduction in federal paperwork	54	63	
Documents	66	74	
Clarity	66	71	
Organization of information	68	75	
Sufficiency of detail to meet your program needs	64	74	↑
Relevance to your areas of need	72	78	
Comprehensiveness in addressing the scope of issues that you face	61	70	
Customer Satisfaction Index	55	63	
How satisfied are you with ED's products and services	62	75	↑
How well ED's products and services meet expectations	53	58	
How well ED compares with ideal products and services	48	55	
Complaint	4	5	
Issued a formal complaint about assistance received from ED staff member	4	5	
Lead Agency Early Intervention Coordinators	77	--	
Clarity of information received in developing applications and reports	73	--	
Timeliness of responses	82	--	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Lead Agency Early Intervention Coordinators (Part C)
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	57%	13	55%	12
Other electronic system	26%	6	45%	10
Do not use electronic system, submit hard copy	17%	4	0%	0
Number of Respondents		23		22
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	13%	3	9%	2
Agree	52%	12	77%	17
Disagree	30%	7	14%	3
Strongly Disagree	0%	0	0%	0
Does Not Apply	4%	1	0%	0
Number of Respondents		23		22
Issued formal complaint about assistance received from ED staff member				
Issued complaint	4%	1	5%	1
Have not issued complaint	96%	22	95%	21
Number of Respondents		23		22

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Mathematics and Science Partnerships
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	34	35	
ED Staff/Coordination	90	86	
Knowledge of relevant legislation, regulations, policies, and procedures	90	86	
Responsiveness to your questions	89	87	
Accuracy of responses	92	88	
Sufficiency of legal guidance in responses	89	82	
Consistency of responses with ED staff from different program offices	88	84	
Collaboration with other ED programs or offices in providing relevant services	89	86	
Online Resources	78	78	
Ease of finding materials online	79	74	
Ease of submitting information to ED via the web	77	80	
Freshness of content	78	75	
Ability to accomplish what you want on the site	80	79	
Ease of reading the site	80	80	
Ease of navigation	75	78	
Technical Assistance	80	76	
Department Staff - Helped build capacity to implement reform	77	75	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	76	73	
Increased knowledge/awareness regarding key issues	77	73	
Higher quality implementation of this program	85	80	
State was able to develop, improve, or support promising practices	82	81	
Technology	79	74	
ED's effectiveness in using technology to deliver its services	83	74	
ED's quality of assistance	84	81	
Effectiveness of automated process in improving state/LEA reporting	82	80	
Expected reduction in federal paperwork	70	70	
Documents	81	76	
Clarity	81	76	
Organization of information	82	78	
Sufficiency of detail to meet your program needs	81	76	
Relevance to your areas of need	81	76	
Comprehensiveness in addressing the scope of issues that you face	78	74	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Mathematics and Science Partnerships
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	34	35	
OESE's Technical Assistance	74	75	
Effectiveness of OESE in helping you learn to implement grant programs	78	78	
Usefulness of OESE's technical assistance services as a model	68	71	
Customer Satisfaction Index	72	71	
How satisfied are you with ED's products and services	78	78	
How well ED's products and services meet expectations	69	69	
How well ED compares with ideal products and services	68	66	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Mathematics and Science Partnerships	84	84	
Responsiveness of U.S. Department of Education staff	89	87	
Knowledge of staff on math and science issues and program admin issues	89	87	
Knowledge of MSP team leader on admin issues	--	90	
Helpfulness of information on MSP website	82	80	
Ease of navigating MSP website	81	82	
Helpfulness of information on web-based annual performance report	80	79	
Ease of navigating web-based annual performance report process	75	77	
Contractor support is helpful and knowledgeable	89	86	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Mathematics and Science Partnerships
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	15%	5	43%	15
Other electronic system	79%	27	51%	18
Do not use electronic system, submit hard copy	6%	2	6%	2
Number of Respondents		34		35
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	41%	14	34%	12
Agree	50%	17	57%	20
Disagree	9%	3	0%	0
Strongly Disagree	0%	0	3%	1
Does Not Apply	0%	0	6%	2
Number of Respondents		34		35
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	34	100%	35
Number of Respondents		34		35

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Migrant Education Programs (Title I, Part C)
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	34	30	
ED Staff/Coordination	83	80	
Knowledge of relevant legislation, regulations, policies, and procedures	85	86	
Responsiveness to your questions	81	77	
Accuracy of responses	86	83	
Sufficiency of legal guidance in responses	85	79	
Consistency of responses with ED staff from different program offices	82	80	
Collaboration with other ED programs or offices in providing relevant services	77	72	
Online Resources	66	59	
Ease of finding materials online	63	55	
Ease of submitting information to ED via the web	71	65	
Freshness of content	68	57	↓
Ability to accomplish what you want on the site	65	59	
Ease of reading the site	67	59	
Ease of navigation	64	54	
Technical Assistance	80	76	
Department Staff - Helped build capacity to implement reform	78	76	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	80	71	
Increased knowledge/awareness regarding key issues	80	72	
Higher quality implementation of this program	82	80	
State was able to develop, improve, or support promising practices	80	77	
Technology	70	69	
ED's effectiveness in using technology to deliver its services	75	72	
ED's quality of assistance	75	73	
Effectiveness of automated process in improving state/LEA reporting	68	69	
Expected reduction in federal paperwork	60	63	
Documents	76	74	
Clarity	76	71	
Organization of information	78	76	
Sufficiency of detail to meet your program needs	75	74	
Relevance to your areas of need	78	78	
Comprehensiveness in addressing the scope of issues that you face	74	71	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Migrant Education Programs (Title I, Part C)
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	34	30	
OESE's Technical Assistance	70	71	
Effectiveness of OESE in helping you learn to implement grant programs	76	74	
Usefulness of OESE's technical assistance services as a model	64	66	
Customer Satisfaction Index	68	64	
How satisfied are you with ED's products and services	73	70	
How well ED's products and services meet expectations	65	61	
How well ED compares with ideal products and services	64	59	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Migrant Education Program (MEP)	80	80	
Usefulness of New Directors Discussions	--	82	
Usefulness and relevance of webinars	79	77	
Usefulness and relevance of semi-annual conference calls	80	82	
Usefulness of announcements on MEPSTATE Listserv	--	81	

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Migrant Education Programs (Title I, Part C)
Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	97%	33	90%	27
Other electronic system	3%	1	10%	3
Do not use electronic system, submit hard copy	0%	0	0%	0
Number of Respondents		34		30
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	18%	6	17%	5
Agree	76%	26	70%	21
Disagree	6%	2	13%	4
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		34		30
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	34	100%	30
Number of Respondents		34		30
Technical assistance topics needed-				
Child Eligibility	0%	0	3%	1
Comprehensive Needs Assessment	0%	0	10%	3
Continuation of Services	0%	0	20%	6
Fiscal Requirements	0%	0	33%	10
Interstate Coordination	0%	0	27%	8
Parental/Family Engagement	0%	0	27%	8
Priority for Services	0%	0	7%	2
Program Evaluation	0%	0	27%	8
Quality Control	0%	0	20%	6
Records Exchange	0%	0	7%	2
Recruitment	0%	0	10%	3
Re-interviewing	0%	0	13%	4
Service Delivery Models	0%	0	20%	6
Service Delivery Plan	0%	0	7%	2
Subgrant Formulas	0%	0	20%	6
Service Delivery Strategies (Instructional and Support)	0%	0	17%	5
Subrecipient Monitoring	0%	0	27%	8
Number of Respondents		0		30

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - National Professional Development Program
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	56	69	
ED Staff/Coordination	85	81	
Knowledge of relevant legislation, regulations, policies, and procedures	88	86	
Responsiveness to your questions	80	80	
Accuracy of responses	86	82	
Sufficiency of legal guidance in responses	90	87	
Consistency of responses with ED staff from different program offices	83	81	
Collaboration with other ED programs or offices in providing relevant services	85	90	
Online Resources	79	78	
Ease of finding materials online	78	79	
Ease of submitting information to ED via the web	80	76	
Freshness of content	79	80	
Ability to accomplish what you want on the site	79	78	
Ease of reading the site	81	81	
Ease of navigation	79	80	
Technical Assistance	80	77	
Department Staff - Helped build capacity to implement reform	78	68	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	78	76	
Increased knowledge/awareness regarding key issues	86	79	
Higher quality implementation of this program	84	83	
State was able to develop, improve, or support promising practices	83	83	
Technology	80	70	↓
ED's effectiveness in using technology to deliver its services	80	70	↓
ED's quality of assistance	79	--	
Effectiveness of automated process in improving state/LEA reporting	81	--	
Expected reduction in federal paperwork	78	--	
Documents	81	80	
Clarity	81	78	
Organization of information	83	81	
Sufficiency of detail to meet your program needs	81	80	
Relevance to your areas of need	83	82	
Comprehensiveness in addressing the scope of issues that you face	80	79	
Customer Satisfaction Index	75	73	
How satisfied are you with ED's products and services	83	79	
How well ED's products and services meet expectations	71	70	
How well ED compares with ideal products and services	70	69	
Complaint	2	0	
Issued a formal complaint about assistance received from ED staff member	2	0	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - National Professional Development Program
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	32%	18	0%	0
Other electronic system	64%	36	0%	0
Do not use electronic system, submit hard copy	4%	2	0%	0
Number of Respondents		56		0
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	52%	29	39%	27
Agree	34%	19	46%	32
Disagree	11%	6	7%	5
Strongly Disagree	4%	2	3%	2
Does Not Apply	0%	0	4%	3
Number of Respondents		56		69
Issued formal complaint about assistance received from ED staff member				
Issued complaint	2%	1	0%	0
Have not issued complaint	98%	55	100%	69
Number of Respondents		56		69

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Native American and Alaska Native Children in School Program
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	11	9	
ED Staff/Coordination	95	96	
Knowledge of relevant legislation, regulations, policies, and procedures	94	98	
Responsiveness to your questions	96	95	
Accuracy of responses	94	94	
Sufficiency of legal guidance in responses	94	94	
Consistency of responses with ED staff from different program offices	94	95	
Collaboration with other ED programs or offices in providing relevant services	96	95	
Online Resources	90	91	
Ease of finding materials online	87	90	
Ease of submitting information to ED via the web	88	93	
Freshness of content	91	90	
Ability to accomplish what you want on the site	89	94	
Ease of reading the site	92	92	
Ease of navigation	91	92	
Technical Assistance	87	94	
Department Staff - Helped build capacity to implement reform	85	94	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	79	83	
Increased knowledge/awareness regarding key issues	86	94	
Higher quality implementation of this program	93	100	↑
State was able to develop, improve, or support promising practices	87	94	
Technology	87	85	
ED's effectiveness in using technology to deliver its services	91	85	
ED's quality of assistance	89	--	
Effectiveness of automated process in improving state/LEA reporting	88	--	
Expected reduction in federal paperwork	78	--	
Documents	88	91	
Clarity	88	89	
Organization of information	89	92	
Sufficiency of detail to meet your program needs	89	92	
Relevance to your areas of need	88	90	
Comprehensiveness in addressing the scope of issues that you face	86	90	
Customer Satisfaction Index	86	90	
How satisfied are you with ED's products and services	92	95	
How well ED's products and services meet expectations	83	86	
How well ED compares with ideal products and services	82	89	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Native American and Alaska Native Children in School Program
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	27%	3	0%	0
Other electronic system	64%	7	0%	0
Do not use electronic system, submit hard copy	9%	1	0%	0
Number of Respondents		11		0
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	55%	6	89%	8
Agree	45%	5	11%	1
Disagree	0%	0	0%	0
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		11		9
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	11	100%	9
Number of Respondents		11		9

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Neglected and Delinquent State and Local Agency Programs
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	14	30	
ED Staff/Coordination	88	83	
Knowledge of relevant legislation, regulations, policies, and procedures	91	89	
Responsiveness to your questions	85	84	
Accuracy of responses	87	87	
Sufficiency of legal guidance in responses	88	80	
Consistency of responses with ED staff from different program offices	89	83	
Collaboration with other ED programs or offices in providing relevant services	90	78	↓
Online Resources	69	70	
Ease of finding materials online	68	69	
Ease of submitting information to ED via the web	76	74	
Freshness of content	71	69	
Ability to accomplish what you want on the site	70	69	
Ease of reading the site	67	71	
Ease of navigation	62	67	
Technical Assistance	83	76	
Department Staff - Helped build capacity to implement reform	64	75	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	84	78	
Increased knowledge/awareness regarding key issues	87	77	
Higher quality implementation of this program	91	79	↓
State was able to develop, improve, or support promising practices	87	72	
Technology	69	72	
ED's effectiveness in using technology to deliver its services	85	77	
ED's quality of assistance	77	73	
Effectiveness of automated process in improving state/LEA reporting	78	71	
Expected reduction in federal paperwork	56	64	
Documents	78	77	
Clarity	79	78	
Organization of information	79	81	
Sufficiency of detail to meet your program needs	79	76	
Relevance to your areas of need	79	77	
Comprehensiveness in addressing the scope of issues that you face	76	75	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Neglected and Delinquent State and Local Agency Programs
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	14	30	
OESE's Technical Assistance	77	75	
Effectiveness of OESE in helping you learn to implement grant programs	83	78	
Usefulness of OESE's technical assistance services as a model	71	70	
Customer Satisfaction Index	70	67	
How satisfied are you with ED's products and services	73	73	
How well ED's products and services meet expectations	70	64	
How well ED compares with ideal products and services	67	62	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Neglected and Delinquent State and Local Agency Programs
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	14	30	
Neglected and Delinquent State and Local Agency Programs	88	83	
Responsiveness in answering questions - US Department of Education	89	82	
Knowledge of technical material - US Department of Education	93	88	
Meeting program compliance requirements - US Department of Education	82	85	
Assisting you to impact performance results - US Department of Education	77	81	
Developing cross-agency collaborations - US Department of Education	81	76	
Responsiveness in answering questions - Technical Assistance Center (NDTAC)	84	81	
Knowledge of technical material - Technical Assistance Center (NDTAC)	89	84	
Meeting program compliance requirements - Technical Assistance Center (NDTAC)	86	86	
Assisting to impact performance results - Technical Assistance Center (NDTAC)	79	84	
Developing cross-agency collaborations - Technical Assistance Center (NDTAC)	80	79	
Direct one-on-one TA calls - Quality	92	87	
ND Community calls - Quality	91	82	
Webinars - Quality	90	82	
State Coordinators meeting - Quality	92	89	
Website - Quality	90	83	
Products - Quality	89	84	
Direct one-on-one TA calls - Usefulness	85	87	
ND Community calls - Usefulness	87	79	
Webinars - Usefulness	87	83	
State Coordinators meeting - Usefulness	90	89	
Website - Usefulness	91	86	
Products - Usefulness	88	86	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Neglected and Delinquent State and Local Agency Programs
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	100%	14	87%	26
Other electronic system	0%	0	10%	3
Do not use electronic system, submit hard copy	0%	0	3%	1
Number of Respondents		14		30
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	7%	1	17%	5
Agree	86%	12	77%	23
Disagree	7%	1	7%	2
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		14		30
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	14	100%	30
Number of Respondents		14		30

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Payments for Federal Property (Section 8002)
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	37	48	
ED Staff/Coordination	77	81	
Knowledge of relevant legislation, regulations, policies, and procedures	76	82	↑
Responsiveness to your questions	76	83	
Accuracy of responses	76	86	
Sufficiency of legal guidance in responses	73	76	
Consistency of responses with ED staff from different program offices	72	77	
Collaboration with other ED programs or offices in providing relevant services	75	81	
Online Resources	72	74	
Ease of finding materials online	70	69	
Ease of submitting information to ED via the web	74	75	
Freshness of content	75	76	
Ability to accomplish what you want on the site	74	76	
Ease of reading the site	72	73	
Ease of navigation	70	71	
Technical Assistance	81	76	
Department Staff - Helped build capacity to implement reform	79	79	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	79	67	
Increased knowledge/awareness regarding key issues	83	62	
Higher quality implementation of this program	82	79	
State was able to develop, improve, or support promising practices	79	70	
Technology	70	75	
ED's effectiveness in using technology to deliver its services	74	79	
ED's quality of assistance	72	79	
Effectiveness of automated process in improving state/LEA reporting	69	77	
Expected reduction in federal paperwork	62	67	
Documents	75	70	
Clarity	75	69	
Organization of information	75	72	
Sufficiency of detail to meet your program needs	77	71	
Relevance to your areas of need	75	71	
Comprehensiveness in addressing the scope of issues that you face	76	68	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Payments for Federal Property (Section 8002)
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	37	48	
OESE's Technical Assistance	72	73	
Effectiveness of OESE in helping you learn to implement grant programs	72	74	
Usefulness of OESE's technical assistance services as a model	69	72	
Customer Satisfaction Index	68	70	
How satisfied are you with ED's products and services	71	74	
How well ED's products and services meet expectations	65	68	
How well ED compares with ideal products and services	66	66	
Complaint	0	2	
Issued a formal complaint about assistance received from ED staff member	0	2	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Payments for Federal Property (Section 8002)
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	37	48	
Payments for Federal Property (Section 8002)	77	81	
Effectiveness of documents in helping complete application	79	76	
Impact Aid staff's responsiveness to answering questions	79	81	
Impact Aid staff's supportiveness in helping complete application	79	83	
Impact Aid staff's knowledge about technical material	80	81	
Quality of interaction with staff during review process	76	83	

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Payments for Federal Property (Section 8002)
Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	49%	18	23%	11
Other electronic system	27%	10	48%	23
Do not use electronic system, submit hard copy	24%	9	29%	14
Number of Respondents		37		48
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	24%	9	19%	9
Agree	62%	23	56%	27
Disagree	3%	1	13%	6
Strongly Disagree	8%	3	0%	0
Does Not Apply	3%	1	13%	6
Number of Respondents		37		48
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	2%	1
Have not issued complaint	100%	37	98%	47
Number of Respondents		37		48
Uses written instruction and guidance documents provided for application				
Used	92%	34	96%	46
Did not use	8%	3	4%	2
Number of Respondents		37		48

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Payments for Federal Property (Section 8002)
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Contacted Impact Aid Program for technical assistance				
Contacted	62%	23	65%	31
Did not contact	38%	14	35%	17
Number of Respondents		37		48
Attended mtgs where info on Sec 8002 progapp submissionrev process provided				
Attended	68%	25	60%	29
Have not attended	32%	12	40%	19
Number of Respondents		37		48
Presentation andor materials prepared help understand responsibilities				
Helped understand	100%	25	90%	26
Did not help understand	0%	0	10%	3
Number of Respondents		25		29

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Payments for Federally Connected Children (Section 8003)
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	37	66	
ED Staff/Coordination	81	71	↓
Knowledge of relevant legislation, regulations, policies, and procedures	84	74	↓
Responsiveness to your questions	79	71	
Accuracy of responses	85	74	↓
Sufficiency of legal guidance in responses	78	71	
Consistency of responses with ED staff from different program offices	80	67	↓
Collaboration with other ED programs or offices in providing relevant services	75	67	
Online Resources	72	72	
Ease of finding materials online	68	70	
Ease of submitting information to ED via the web	76	73	
Freshness of content	76	73	
Ability to accomplish what you want on the site	74	73	
Ease of reading the site	72	72	
Ease of navigation	71	71	
Technical Assistance	69	60	
Department Staff - Helped build capacity to implement reform	71	58	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	67	61	
Increased knowledge/awareness regarding key issues	70	62	
Higher quality implementation of this program	68	63	
State was able to develop, improve, or support promising practices	73	56	
Technology	69	67	
ED's effectiveness in using technology to deliver its services	75	74	
ED's quality of assistance	70	72	
Effectiveness of automated process in improving state/LEA reporting	71	71	
Expected reduction in federal paperwork	60	56	
Documents	70	67	
Clarity	69	65	
Organization of information	70	67	
Sufficiency of detail to meet your program needs	70	67	
Relevance to your areas of need	72	68	
Comprehensiveness in addressing the scope of issues that you face	70	66	

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Payments for Federally Connected Children (Section 8003)
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	37	66	
OESE's Technical Assistance	68	69	
Effectiveness of OESE in helping you learn to implement grant programs	68	70	
Usefulness of OESE's technical assistance services as a model	58	63	
Customer Satisfaction Index	64	64	
How satisfied are you with ED's products and services	70	69	
How well ED's products and services meet expectations	61	61	
How well ED compares with ideal products and services	60	62	
Complaint	3	11	↑
Issued a formal complaint about assistance received from ED staff member	3	11	↑
Payments for Federally Connected Children (Section 8003)	74	71	
Effectiveness of the documents in helping complete the application	74	72	
Staff's performance in answering questions and helping complete application	76	63	
G5 Helpdesk's performance in resolving problem	87	76	
Ease of reaching person who could address concern	68	69	
Impact Aid staff's ability to resolve issue	72	69	

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Payments for Federally Connected Children (Section 8003)
Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	51%	19	52%	34
Other electronic system	35%	13	29%	19
Do not use electronic system, submit hard copy	14%	5	20%	13
Number of Respondents		37		66
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	22%	8	18%	12
Agree	57%	21	65%	43
Disagree	11%	4	5%	3
Strongly Disagree	5%	2	6%	4
Does Not Apply	5%	2	6%	4
Number of Respondents		37		66
Issued formal complaint about assistance received from ED staff member				
Issued complaint	3%	1	11%	7
Have not issued complaint	97%	36	89%	59
Number of Respondents		37		66
Used written instruction and guidance documents for the Impact Aid application				
Used	97%	36	95%	63
Did not use	3%	1	5%	3
Number of Respondents		37		66
Contacted the Impact Aid Program for technical assistance				
Contacted	57%	21	36%	24
Did not contact	43%	16	64%	42
Number of Respondents		37		66
Contacted G5 Helpdesk for technical assistance				
Contacted	35%	13	23%	15
Did not contact	65%	24	77%	50
Number of Respondents		37		65
Participated in meetings where info on Sec 8003 prog or review process provid				
Participated	70%	26	73%	48
Did not participate	30%	11	27%	18
Number of Respondents		37		66
School district contacted by the Impact Aid Program in the past year				
Contacted	46%	17	52%	34
Was not contacted	54%	20	48%	32
Number of Respondents		37		66
Letter provided sufficient explanation to prepare documents for review				
Provided sufficient explanation	82%	14	71%	24
Did not provide sufficient explanation	18%	3	29%	10
Number of Respondents		17		34
Receive timely communications regarding outcome of review				
Received	57%	21	58%	38

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Payments for Federally Connected Children (Section 8003)
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Did not receive	43%	16	42%	28
Number of Respondents		37		66

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Project Prevent
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	0	19	
ED Staff/Coordination	--	90	
Knowledge of relevant legislation, regulations, policies, and procedures	--	90	
Responsiveness to your questions	--	91	
Accuracy of responses	--	90	
Sufficiency of legal guidance in responses	--	90	
Consistency of responses with ED staff from different program offices	--	88	
Collaboration with other ED programs or offices in providing relevant services	--	90	
Online Resources	--	77	
Ease of finding materials online	--	80	
Ease of submitting information to ED via the web	--	75	
Freshness of content	--	81	
Ability to accomplish what you want on the site	--	81	
Ease of reading the site	--	82	
Ease of navigation	--	78	
Technical Assistance	--	83	
Department Staff - Helped build capacity to implement reform	--	87	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	--	74	
Increased knowledge/awareness regarding key issues	--	84	
Higher quality implementation of this program	--	85	
State was able to develop, improve, or support promising practices	--	82	
Technology	--	79	
ED's effectiveness in using technology to deliver its services	--	84	
ED's quality of assistance	--	88	
Effectiveness of automated process in improving state/LEA reporting	--	81	
Expected reduction in federal paperwork	--	72	
Documents	--	78	
Clarity	--	77	
Organization of information	--	79	
Sufficiency of detail to meet your program needs	--	78	
Relevance to your areas of need	--	80	
Comprehensiveness in addressing the scope of issues that you face	--	78	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Project Prevent
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	0	19	
OESE's Technical Assistance	--	75	
Effectiveness of OESE in helping you learn to implement grant programs	--	76	
Usefulness of OESE's technical assistance services as a model	--	73	
Customer Satisfaction Index	--	73	
How satisfied are you with ED's products and services	--	78	
How well ED's products and services meet expectations	--	69	
How well ED compares with ideal products and services	--	70	
Complaint	--	0	
Issued a formal complaint about assistance received from ED staff member	--	0	
Project Prevent	--	89	
Responsiveness to questions about Project Prevent Grant Program requirements	--	92	
Timeliness in returning phone calls and responding to emails	--	94	
Effectiveness in providing technical assistance or guidance	--	89	
Frequency of communication regarding grant information, deadlines, expectations,	--	90	
Technical assistance - relevance and usefulness	--	85	
Technical assistance - frequency of communication	--	85	
Use of technology to delivery training and technical assistance	--	82	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Project Prevent
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	0%	0	11%	2
Other electronic system	0%	0	74%	14
Do not use electronic system, submit hard copy	0%	0	16%	3
Number of Respondents		0		19
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	0%	0	32%	6
Agree	0%	0	58%	11
Disagree	0%	0	5%	1
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	5%	1
Number of Respondents		0		19
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	0%	0	100%	19
Number of Respondents		0		19

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Race to the Top – Early Learning Challenge Fund
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	17	19	
ED Staff/Coordination	90	92	
Knowledge of relevant legislation, regulations, policies, and procedures	87	90	
Responsiveness to your questions	91	94	
Accuracy of responses	94	93	
Sufficiency of legal guidance in responses	92	92	
Consistency of responses with ED staff from different program offices	93	93	
Collaboration with other ED programs or offices in providing relevant services	89	91	
Online Resources	75	74	
Ease of finding materials online	75	75	
Ease of submitting information to ED via the web	71	75	
Freshness of content	75	77	
Ability to accomplish what you want on the site	75	76	
Ease of reading the site	78	75	
Ease of navigation	76	73	
Technical Assistance	77	79	
Department Staff - Helped build capacity to implement reform	77	74	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	67	79	
Increased knowledge/awareness regarding key issues	77	81	
Higher quality implementation of this program	79	81	
State was able to develop, improve, or support promising practices	79	84	
Technology	77	86	
ED's effectiveness in using technology to deliver its services	76	85	
ED's quality of assistance	82	87	
Effectiveness of automated process in improving state/LEA reporting	78	84	
Expected reduction in federal paperwork	69	80	
Documents	75	77	
Clarity	76	78	
Organization of information	76	80	
Sufficiency of detail to meet your program needs	76	77	
Relevance to your areas of need	75	76	
Comprehensiveness in addressing the scope of issues that you face	73	75	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Race to the Top – Early Learning Challenge Fund
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	17	19	
OESE's Technical Assistance	81	77	
Effectiveness of OESE in helping you learn to implement grant programs	81	84	
Usefulness of OESE's technical assistance services as a model	81	70	
Customer Satisfaction Index	73	73	
How satisfied are you with ED's products and services	80	81	
How well ED's products and services meet expectations	69	70	
How well ED compares with ideal products and services	69	67	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Race to the Top – Early Learning Challenge Fund
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	17	19	
Race to the Top (Early Learning Challenge Fund)	88	88	
Accessibility and responsiveness of program staff	92	93	
Timely resolution of questions by program staff	84	87	
Clarity of information provided by program staff	90	85	
Usefulness and relevance of technical assistance	82	82	
Usefulness and relevance of monthly conference calls	88	85	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Race to the Top – Early Learning Challenge Fund
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	12%	2	0%	0
Other electronic system	88%	15	95%	18
Do not use electronic system, submit hard copy	0%	0	5%	1
Number of Respondents		17		19
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	29%	5	21%	4
Agree	65%	11	68%	13
Disagree	0%	0	0%	0
Strongly Disagree	0%	0	11%	2
Does Not Apply	6%	1	0%	0
Number of Respondents		17		19
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	17	100%	19
Number of Respondents		17		19

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Rural Education Achievement Program/Rural and Low Income School Program
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	9	23	
ED Staff/Coordination	90	81	
Knowledge of relevant legislation, regulations, policies, and procedures	92	82	↓
Responsiveness to your questions	88	76	
Accuracy of responses	94	85	↓
Sufficiency of legal guidance in responses	89	77	↓
Consistency of responses with ED staff from different program offices	91	82	
Collaboration with other ED programs or offices in providing relevant services	82	78	
Online Resources	76	71	
Ease of finding materials online	64	70	
Ease of submitting information to ED via the web	83	74	
Freshness of content	81	67	↓
Ability to accomplish what you want on the site	77	73	
Ease of reading the site	78	74	
Ease of navigation	77	71	
Technical Assistance	80	61	↓
Department Staff - Helped build capacity to implement reform	87	61	↓
Department-Funded Tech Assistance Providers - Helped build capacity to implement	64	50	
Increased knowledge/awareness regarding key issues	80	58	↓
Higher quality implementation of this program	82	66	
State was able to develop, improve, or support promising practices	80	54	↓
Technology	72	66	
ED's effectiveness in using technology to deliver its services	83	68	↓
ED's quality of assistance	80	68	
Effectiveness of automated process in improving state/LEA reporting	78	68	
Expected reduction in federal paperwork	44	58	
Documents	73	67	
Clarity	77	70	
Organization of information	74	71	
Sufficiency of detail to meet your program needs	69	66	
Relevance to your areas of need	73	66	
Comprehensiveness in addressing the scope of issues that you face	72	60	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Rural Education Achievement Program/Rural and Low Income School Program
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	9	23	
OESE's Technical Assistance	79	62	↓
Effectiveness of OESE in helping you learn to implement grant programs	83	65	↓
Usefulness of OESE's technical assistance services as a model	75	59	
Customer Satisfaction Index	74	62	↓
How satisfied are you with ED's products and services	79	69	↓
How well ED's products and services meet expectations	70	57	↓
How well ED compares with ideal products and services	70	59	
Complaint	0	4	
Issued a formal complaint about assistance received from ED staff member	0	4	
REAP/Rural and Low Income School Program	92	79	↓
Helping you understand the REAP grant eligibility/award process	--	74	
Helping you complete and submit accurate spreadsheets	--	77	
User friendliness of the RLIS website	92	86	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Rural Education Achievement Program/Rural and Low Income School Program
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	78%	7	74%	17
Other electronic system	22%	2	26%	6
Do not use electronic system, submit hard copy	0%	0	0%	0
Number of Respondents		9		23
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	22%	2	13%	3
Agree	78%	7	65%	15
Disagree	0%	0	17%	4
Strongly Disagree	0%	0	4%	1
Does Not Apply	0%	0	0%	0
Number of Respondents		9		23
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	4%	1
Have not issued complaint	100%	9	96%	22
Number of Respondents		9		23

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Rural Education Achievement Program/Small, Rural School Achievement Program
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	8	29	
ED Staff/Coordination	85	88	
Knowledge of relevant legislation, regulations, policies, and procedures	93	88	
Responsiveness to your questions	81	88	
Accuracy of responses	81	92	
Sufficiency of legal guidance in responses	89	90	
Consistency of responses with ED staff from different program offices	72	88	
Collaboration with other ED programs or offices in providing relevant services	72	82	
Online Resources	79	75	
Ease of finding materials online	78	68	
Ease of submitting information to ED via the web	78	77	
Freshness of content	83	75	
Ability to accomplish what you want on the site	81	75	
Ease of reading the site	81	77	
Ease of navigation	73	75	
Technical Assistance	75	79	
Department Staff - Helped build capacity to implement reform	76	67	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	63	89	
Increased knowledge/awareness regarding key issues	76	74	
Higher quality implementation of this program	76	67	
State was able to develop, improve, or support promising practices	75	86	
Technology	82	72	
ED's effectiveness in using technology to deliver its services	80	83	
ED's quality of assistance	84	77	
Effectiveness of automated process in improving state/LEA reporting	83	79	
Expected reduction in federal paperwork	75	61	
Documents	89	74	↓
Clarity	89	74	↓
Organization of information	90	75	↓
Sufficiency of detail to meet your program needs	89	71	↓
Relevance to your areas of need	89	77	
Comprehensiveness in addressing the scope of issues that you face	89	73	↓

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Rural Education Achievement Program/Small, Rural School Achievement Program
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	8	29	
OESE's Technical Assistance	87	71	↓
Effectiveness of OESE in helping you learn to implement grant programs	85	72	
Usefulness of OESE's technical assistance services as a model	83	65	
Customer Satisfaction Index	83	64	↓
How satisfied are you with ED's products and services	88	66	↓
How well ED's products and services meet expectations	82	64	↓
How well ED compares with ideal products and services	78	63	↓
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
REAP/Small Rural School Achievement Program	85	83	
Providing a timely response to your request	87	85	
Providing information that is both accurate and complete	85	86	
User friendliness of the SRSA website	85	84	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Rural Education Achievement Program/Small, Rural School Achievement Program
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	88%	7	28%	8
Other electronic system	0%	0	28%	8
Do not use electronic system, submit hard copy	13%	1	45%	13
Number of Respondents		8		29
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	50%	4	21%	6
Agree	50%	4	48%	14
Disagree	0%	0	7%	2
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	24%	7
Number of Respondents		8		29
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	8	100%	29
Number of Respondents		8		29

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - School Climate Transformation Grants/Local Education Agency
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	0	45	
ED Staff/Coordination	--	94	
Knowledge of relevant legislation, regulations, policies, and procedures	--	93	
Responsiveness to your questions	--	95	
Accuracy of responses	--	95	
Sufficiency of legal guidance in responses	--	96	
Consistency of responses with ED staff from different program offices	--	93	
Collaboration with other ED programs or offices in providing relevant services	--	94	
Online Resources	--	78	
Ease of finding materials online	--	81	
Ease of submitting information to ED via the web	--	76	
Freshness of content	--	81	
Ability to accomplish what you want on the site	--	79	
Ease of reading the site	--	80	
Ease of navigation	--	77	
Technical Assistance	--	84	
Department Staff - Helped build capacity to implement reform	--	88	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	--	84	
Increased knowledge/awareness regarding key issues	--	77	
Higher quality implementation of this program	--	88	
State was able to develop, improve, or support promising practices	--	83	
Technology	--	79	
ED's effectiveness in using technology to deliver its services	--	80	
ED's quality of assistance	--	81	
Effectiveness of automated process in improving state/LEA reporting	--	74	
Expected reduction in federal paperwork	--	72	
Documents	--	78	
Clarity	--	77	
Organization of information	--	79	
Sufficiency of detail to meet your program needs	--	78	
Relevance to your areas of need	--	79	
Comprehensiveness in addressing the scope of issues that you face	--	78	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - School Climate Transformation Grants/Local Education Agency
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	0	45	
OESE's Technical Assistance	--	81	
Effectiveness of OESE in helping you learn to implement grant programs	--	82	
Usefulness of OESE's technical assistance services as a model	--	78	
Customer Satisfaction Index	--	75	
How satisfied are you with ED's products and services	--	80	
How well ED's products and services meet expectations	--	73	
How well ED compares with ideal products and services	--	71	
Complaint	--	0	
Issued a formal complaint about assistance received from ED staff member	--	0	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - School Climate Transformation Grants/Local Education Agency
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	0	45	
School Climate Transformation Grants/Local Ed. Agency	--	89	
Effectiveness in providing technical assistance or guidance	--	93	
Frequency of communication regarding grant information, deadlines, expectations,	--	92	
Technical assistance - relevance and usefulness	--	89	
Technical assistance - frequency of communication	--	88	
Use of technology to delivery services	--	83	
Overall helpfulness in building your organization's capacity to do high-quality	--	87	
Overall helpfulness with solving evaluation challenges and issues	--	86	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - School Climate Transformation Grants/Local Education Agency
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	0%	0	4%	2
Other electronic system	0%	0	80%	36
Do not use electronic system, submit hard copy	0%	0	16%	7
Number of Respondents		0		45
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	0%	0	38%	17
Agree	0%	0	53%	24
Disagree	0%	0	4%	2
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	4%	2
Number of Respondents		0		45
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	0%	0	100%	45
Number of Respondents		0		45

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - School Climate Transformation Grants/State Department of Education
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	0	7	
ED Staff/Coordination	--	84	
Knowledge of relevant legislation, regulations, policies, and procedures	--	78	
Responsiveness to your questions	--	85	
Accuracy of responses	--	87	
Sufficiency of legal guidance in responses	--	82	
Consistency of responses with ED staff from different program offices	--	78	
Collaboration with other ED programs or offices in providing relevant services	--	78	
Online Resources	--	67	
Ease of finding materials online	--	63	
Ease of submitting information to ED via the web	--	63	
Freshness of content	--	67	
Ability to accomplish what you want on the site	--	67	
Ease of reading the site	--	70	
Ease of navigation	--	70	
Technical Assistance	--	66	
Department Staff - Helped build capacity to implement reform	--	60	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	--	60	
Increased knowledge/awareness regarding key issues	--	63	
Higher quality implementation of this program	--	76	
State was able to develop, improve, or support promising practices	--	70	
Technology	--	59	
ED's effectiveness in using technology to deliver its services	--	62	
ED's quality of assistance	--	75	
Effectiveness of automated process in improving state/LEA reporting	--	65	
Expected reduction in federal paperwork	--	54	
Documents	--	75	
Clarity	--	72	
Organization of information	--	72	
Sufficiency of detail to meet your program needs	--	78	
Relevance to your areas of need	--	76	
Comprehensiveness in addressing the scope of issues that you face	--	78	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - School Climate Transformation Grants/State Department of Education
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	0	7	
OESE's Technical Assistance	--	57	
Effectiveness of OESE in helping you learn to implement grant programs	--	60	
Usefulness of OESE's technical assistance services as a model	--	52	
Customer Satisfaction Index	--	59	
How satisfied are you with ED's products and services	--	68	
How well ED's products and services meet expectations	--	51	
How well ED compares with ideal products and services	--	56	
Complaint	--	0	
Issued a formal complaint about assistance received from ED staff member	--	0	
School Climate Transformation Grants/State Department of Ed.	--	76	
Responsiveness and accuracy in responding to questions	--	91	
Responsiveness and accuracy in providing guidance	--	91	
Timeliness in responding to emails and returning phone calls	--	91	
Frequency of communication	--	70	
Quality of technical assistance	--	76	
Technical assistance - relevance and usefulness	--	75	
Technical assistance - frequency of communication	--	71	
Use of technology to delivery training and technical assistance	--	71	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - School Climate Transformation Grants/State Department of Education
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	0%	0	57%	4
Other electronic system	0%	0	43%	3
Do not use electronic system, submit hard copy	0%	0	0%	0
Number of Respondents		0		7
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	0%	0	0%	0
Agree	0%	0	86%	6
Disagree	0%	0	0%	0
Strongly Disagree	0%	0	14%	1
Does Not Apply	0%	0	0%	0
Number of Respondents		0		7
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	0%	0	100%	7
Number of Respondents		0		7

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - School Improvement Fund
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	28	21	
ED Staff/Coordination	80	70	↓
Knowledge of relevant legislation, regulations, policies, and procedures	80	63	↓
Responsiveness to your questions	82	67	↓
Accuracy of responses	85	77	
Sufficiency of legal guidance in responses	81	71	
Consistency of responses with ED staff from different program offices	77	73	
Collaboration with other ED programs or offices in providing relevant services	73	69	
Online Resources	67	61	
Ease of finding materials online	61	57	
Ease of submitting information to ED via the web	78	77	
Freshness of content	70	60	
Ability to accomplish what you want on the site	68	57	
Ease of reading the site	67	63	
Ease of navigation	63	54	
Technical Assistance	75	66	
Department Staff - Helped build capacity to implement reform	73	64	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	72	69	
Increased knowledge/awareness regarding key issues	75	63	↓
Higher quality implementation of this program	77	67	
State was able to develop, improve, or support promising practices	76	69	
Technology	68	63	
ED's effectiveness in using technology to deliver its services	74	66	
ED's quality of assistance	66	63	
Effectiveness of automated process in improving state/LEA reporting	64	69	
Expected reduction in federal paperwork	62	61	
Documents	73	66	
Clarity	73	65	
Organization of information	73	66	
Sufficiency of detail to meet your program needs	71	65	
Relevance to your areas of need	75	68	
Comprehensiveness in addressing the scope of issues that you face	74	65	

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - School Improvement Fund
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	28	21	
OESE's Technical Assistance	74	60	↓
Effectiveness of OESE in helping you learn to implement grant programs	78	63	↓
Usefulness of OESE's technical assistance services as a model	67	56	
Customer Satisfaction Index	63	58	
How satisfied are you with ED's products and services	70	63	
How well ED's products and services meet expectations	60	56	
How well ED compares with ideal products and services	59	52	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
School Improvement Fund	79	66	↓
Timeliness of response	81	62	↓
Clarity of information	78	63	↓
Usefulness to your program	83	68	↓
Providing you an interpretation of the SIG statute and/or regulations	82	71	↓
Helping with your implementation of SIG in your state	83	67	↓
Ease of the SIG application process	68	62	
Helping your State comply with SIG requirements	88	11	
Helping your State improve SIG programs	81	11	

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - School Improvement Fund
Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	100%	28	100%	21
Other electronic system	0%	0	0%	0
Do not use electronic system, submit hard copy	0%	0	0%	0
Number of Respondents		28		21
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	14%	4	5%	1
Agree	75%	21	67%	14
Disagree	11%	3	19%	4
Strongly Disagree	0%	0	5%	1
Does Not Apply	0%	0	5%	1
Number of Respondents		28		21
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	28	100%	21
Number of Respondents		28		21
Received a SIG onsite monitoring visit in the past year				
Received visit	29%	8	5%	1
Have not received visit	71%	20	95%	20
Number of Respondents		28		21

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - State Directors of Special Education (Part B)
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	16	17	
ED Staff/Coordination	78	80	
Knowledge of relevant legislation, regulations, policies, and procedures	83	88	
Responsiveness to your questions	72	79	
Accuracy of responses	79	83	
Sufficiency of legal guidance in responses	79	76	
Consistency of responses with ED staff from different program offices	75	77	
Collaboration with other ED programs or offices in providing relevant services	81	76	
Online Resources	53	63	
Ease of finding materials online	44	58	
Ease of submitting information to ED via the web	68	69	
Freshness of content	58	62	
Ability to accomplish what you want on the site	53	63	
Ease of reading the site	51	67	↑
Ease of navigation	47	58	
Technical Assistance	79	68	↓
Department Staff - Helped build capacity to implement reform	72	67	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	81	65	↓
Increased knowledge/awareness regarding key issues	80	70	
Higher quality implementation of this program	81	67	↓
State was able to develop, improve, or support promising practices	81	71	
Technology	66	67	
ED's effectiveness in using technology to deliver its services	66	67	
ED's quality of assistance	69	75	
Effectiveness of automated process in improving state/LEA reporting	70	69	
Expected reduction in federal paperwork	56	48	
Documents	73	68	
Clarity	71	67	
Organization of information	77	75	
Sufficiency of detail to meet your program needs	70	64	
Relevance to your areas of need	81	71	
Comprehensiveness in addressing the scope of issues that you face	67	64	
Customer Satisfaction Index	63	61	
How satisfied are you with ED's products and services	73	67	
How well ED's products and services meet expectations	58	59	
How well ED compares with ideal products and services	56	55	
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	73	--	
Timeliness of responses	79	--	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - State Directors of Special Education (Part B)
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	94%	15	76%	13
Other electronic system	0%	0	24%	4
Do not use electronic system, submit hard copy	6%	1	0%	0
Number of Respondents		16		17
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	19%	3	12%	2
Agree	69%	11	71%	12
Disagree	6%	1	12%	2
Strongly Disagree	6%	1	6%	1
Does Not Apply	0%	0	0%	0
Number of Respondents		16		17
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	16	100%	17
Number of Respondents		16		17

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Strengthening Institutional Programs (SIP)
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	0	102	
ED Staff/Coordination	--	78	
Knowledge of relevant legislation, regulations, policies, and procedures	--	83	
Responsiveness to your questions	--	70	
Accuracy of responses	--	83	
Sufficiency of legal guidance in responses	--	76	
Consistency of responses with ED staff from different program offices	--	82	
Collaboration with other ED programs or offices in providing relevant services	--	85	
Online Resources	--	72	
Ease of finding materials online	--	67	
Ease of submitting information to ED via the web	--	78	
Freshness of content	--	72	
Ability to accomplish what you want on the site	--	72	
Ease of reading the site	--	71	
Ease of navigation	--	72	
Technical Assistance	--	69	
Department Staff - Helped build capacity to implement reform	--	62	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	--	69	
Increased knowledge/awareness regarding key issues	--	59	
Higher quality implementation of this program	--	77	
State was able to develop, improve, or support promising practices	--	83	
Technology	--	69	
ED's effectiveness in using technology to deliver its services	--	69	
ED's quality of assistance	--	--	
Effectiveness of automated process in improving state/LEA reporting	--	--	
Expected reduction in federal paperwork	--	--	
Information in Application Package	--	85	
Program Purpose	--	85	
Program Priorities	--	85	
Selection Criteria	--	81	
Review Process	--	79	
Budget Information and Forms	--	82	
Deadline for Submission	--	88	
Dollar Limit on Awards	--	86	
Page Limitation Instructions	--	87	
Formatting Instructions	--	85	
Program Contact	--	86	
Customer Satisfaction Index	--	67	
How satisfied are you with ED's products and services	--	73	
How well ED's products and services meet expectations	--	65	
How well ED compares with ideal products and services	--	62	
Complaint	--	0	
Issued a formal complaint about assistance received from ED staff member	--	0	
Strengthening Institutional Programs	--	77	
Professionalism/Courtesy	--	86	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Strengthening Institutional Programs (SIP)
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	0	102	
Knowledge	--	85	
Timeliness	--	71	
Overall satisfaction with service	--	78	
Post award guidelines	--	74	
Support you received to prepare and submit interim performance reports	--	67	
Support you received to prepare and submit annual performance reports	--	73	
Performance reports	--	72	
Service provided by this program office	--	76	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Strengthening Institutional Programs (SIP)
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	0%	0	22%	22
Agree	0%	0	66%	67
Disagree	0%	0	7%	7
Strongly Disagree	0%	0	3%	3
Does Not Apply	0%	0	3%	3
Number of Respondents		0		102
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	0%	0	100%	102
Number of Respondents		0		102
Received consistent information from the program office				
Received consistent information from the program office	0%	0	87%	89
Did not receive consistent information from the program office	0%	0	13%	13
Number of Respondents		0		102
Received consistent information from the program office - SIPINFO				
Received consistent information from the program office	0%	0	87%	89
Did not receive consistent information from the program office	0%	0	13%	13
Number of Respondents		0		102

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Striving Readers Comprehensive Literacy Program
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	5	5	
ED Staff/Coordination	73	59	
Knowledge of relevant legislation, regulations, policies, and procedures	78	58	
Responsiveness to your questions	73	71	
Accuracy of responses	64	50	
Sufficiency of legal guidance in responses	81	56	
Consistency of responses with ED staff from different program offices	75	48	
Collaboration with other ED programs or offices in providing relevant services	63	30	↓
Online Resources	59	29	
Ease of finding materials online	61	31	
Ease of submitting information to ED via the web	58	17	
Freshness of content	64	33	
Ability to accomplish what you want on the site	49	31	
Ease of reading the site	69	31	
Ease of navigation	60	31	
Technical Assistance	61	53	
Department Staff - Helped build capacity to implement reform	58	44	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	60	51	
Increased knowledge/awareness regarding key issues	53	51	
Higher quality implementation of this program	62	60	
State was able to develop, improve, or support promising practices	71	58	
Technology	65	43	
ED's effectiveness in using technology to deliver its services	53	42	
ED's quality of assistance	67	42	
Effectiveness of automated process in improving state/LEA reporting	58	38	
Expected reduction in federal paperwork	67	44	
Documents	57	42	
Clarity	47	38	
Organization of information	56	40	
Sufficiency of detail to meet your program needs	64	40	
Relevance to your areas of need	62	51	
Comprehensiveness in addressing the scope of issues that you face	56	40	

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Striving Readers Comprehensive Literacy Program
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	5	5	
OESE's Technical Assistance	60	39	
Effectiveness of OESE in helping you learn to implement grant programs	67	44	
Usefulness of OESE's technical assistance services as a model	53	22	
Customer Satisfaction Index	45	45	
How satisfied are you with ED's products and services	60	60	
How well ED's products and services meet expectations	33	38	
How well ED compares with ideal products and services	40	36	
Complaint	0	0	
Issued a formal complaint about assistance received from ED staff member	0	0	
Striving Readers - Program Officer	78	61	
Resolution of problems by current Program Officer	78	44	↓
Current Program Officer's knowledge of applicable statutes/regulations/policies	87	62	
Current Program Officer's knowledge of relevant program content	78	36	
Effectiveness of national meetings	--	80	
Responsiveness to questions about program requirements	--	64	
Responsiveness to questions about regulations	--	64	
Timeliness in returning phone calls and responding to emails	76	91	
Effectiveness in providing technical assistance regarding annual performance rep	--	38	
Effectiveness in providing technical assistance regarding budget development/rev	--	31	
Frequency of communication	--	67	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Striving Readers Comprehensive Literacy Program
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Reporting system used for reporting accountability data				
EDEN/EDFacts	20%	1	20%	1
Other electronic system	60%	3	60%	3
Do not use electronic system, submit hard copy	20%	1	20%	1
Number of Respondents		5		5
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	20%	1	0%	0
Agree	20%	1	40%	2
Disagree	60%	3	60%	3
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		5		5
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	100%	5	100%	5
Number of Respondents		5		5

Department of Education [DOF_ED] - Grantee Satisfaction Study
2015
Program - Tribally Controlled Colleges and Universities (TCCU)
Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	0	13	
ED Staff/Coordination	--	82	
Knowledge of relevant legislation, regulations, policies, and procedures	--	79	
Responsiveness to your questions	--	85	
Accuracy of responses	--	85	
Sufficiency of legal guidance in responses	--	79	
Consistency of responses with ED staff from different program offices	--	81	
Collaboration with other ED programs or offices in providing relevant services	--	80	
Online Resources	--	74	
Ease of finding materials online	--	67	
Ease of submitting information to ED via the web	--	80	
Freshness of content	--	74	
Ability to accomplish what you want on the site	--	78	
Ease of reading the site	--	81	
Ease of navigation	--	79	
Technical Assistance	--	94	
Department Staff - Helped build capacity to implement reform	--	100	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	--	100	
Increased knowledge/awareness regarding key issues	--	94	
Higher quality implementation of this program	--	93	
State was able to develop, improve, or support promising practices	--	100	
Technology	--	68	
ED's effectiveness in using technology to deliver its services	--	68	
ED's quality of assistance	--	--	
Effectiveness of automated process in improving state/LEA reporting	--	--	
Expected reduction in federal paperwork	--	--	
Information in Application Package	--	92	
Program Purpose	--	91	
Program Priorities	--	92	
Selection Criteria	--	91	
Review Process	--	88	
Budget Information and Forms	--	91	
Deadline for Submission	--	94	
Dollar Limit on Awards	--	93	
Page Limitation Instructions	--	93	
Formatting Instructions	--	84	
Program Contact	--	96	
Customer Satisfaction Index	--	72	
How satisfied are you with ED's products and services	--	76	
How well ED's products and services meet expectations	--	68	
How well ED compares with ideal products and services	--	69	
Complaint	--	0	
Issued a formal complaint about assistance received from ED staff member	--	0	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Tribally Controlled Colleges and Universities (TCCU)
 Score Table

	2014	2015	Significant Difference
	Scores		
Sample Size	0	13	
Tribally Controlled Colleges and Universities	--	89	
Professionalism/Courtesy	--	94	
Knowledge	--	90	
Timeliness	--	93	
Overall satisfaction with service	--	94	
Post award guidelines	--	76	
Support you received to prepare and submit interim performance reports	--	97	
Support you received to prepare and submit annual performance reports	--	85	
Performance reports	--	68	
Service provided by this program office	--	91	

Department of Education [DOF_ED] - Grantee Satisfaction Study
 2015
 Program - Tribally Controlled Colleges and Universities (TCCU)
 Demographics

	2014		2015	
	Percent	Frequency	Percent	Frequency
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	0%	0	38%	5
Agree	0%	0	46%	6
Disagree	0%	0	15%	2
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents		0		13
Issued formal complaint about assistance received from ED staff member				
Issued complaint	0%	0	0%	0
Have not issued complaint	0%	0	100%	13
Number of Respondents		0		13
Received consistent information from the program office				
Received consistent information from the program office	0%	0	85%	11
Did not receive consistent information from the program office	0%	0	15%	2
Number of Respondents		0		13
Received consistent information from the program office - TCCINFO				
Received consistent information from the program office	0%	0	85%	11
Did not receive consistent information from the program office	0%	0	15%	2
Number of Respondents		0		13

Appendix C:
Verbatim Responses by Program

U.S. Department of Education Grantee Satisfaction Survey 2015 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

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

I have an excellent program officer in [NAME]. She provides excellent service...always responds immediately and sends notifications of things that are helpful with my grant.

Consistency with OELA staff. Staff seem to always be detailed to another department.

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)

I cannot think of anything at this time. [NAME] provides excellent assistance.

The program staff is very helpful and professional.

None

Specify reporting periods based on local academic period as they fall within grant periods. For example, a grant runs from Nov.1 through Oct 31, but academic periods begin prior to and end after the specific grant period. I would like to see very specific guidelines on how to count and identify the numbers/attributes of the students affected by the funding.

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.

A well managed website that is constantly being updated with new information about dates, activities, report information for current reports, etc. The website should be an easy way to answer most questions and be able to access reports to be completed.

1) Leading the development of a session for AERA 2) collaboration among evaluators to share/collaborate on evaluation design, instrumentation, and common measures.

Our program officer should not be in her position. She is unresponsive, and is only concerned about completion of the APR. (Although I don't think she reads it). She provides no guidance. The director of the program seems knowledgeable and interested in the colleges charged with carrying out program objectives but is not paying

attention enough to the issues or he would see that our program officer is not doing her job. I have heard other project directors say how much they appreciate the help of their program officer so this may be an isolated case. I'm not sure if our program officer is collaborating with her peers or not so it makes it difficult to answer this question.

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

I think I described earlier the need for better access to resources, reports, due dates, Q&A, etc. online is needed and that same statement would belong here.

the webinars are extremely tedious and poorly organized/managed. The NPD Cafe seems to have disappeared; there is no clear way to communicate with other grantees.

webinar platform was terrible; annual report website is clunky and hard to use--hard to print out information and logs off too quickly

It would be helpful to test out the technology they are using prior to going live with it.

The Webinars are problematic. The technology is very dated and could use better systems to conduct the seminars.

When doing a webinar, use a platform that only allows the presenters to use audio and fix the audio issues of the presenters. A regular email with updates and information would be helpful (quarterly).

Perhaps an extensive Q&A section, so that we could address common questions there rather than directly to our program officers. (My apologies if this already exists!)

Learn how to use it before an event.

Webinars, conference calls

Be sure that all technology is operable before beginning a webinar.

It is clear that the Program Officers and Directors are not tech savvy - in general - and rely on support staff or outside vendors to control/implement the technology we are using (the NPD Report website and the use of Webinars for information dissemination.) It is vital that the core program staff know the technology they are using and can beta test and trouble shoot during implementation rather than rely on the expertise of others to do so. I have no issues with the quality of the support staff nor with them being on hand to SUPPORT - just that it cannot be left to support staff to do core implementation with tech.

Better organization. I'm not sure who was running the last meeting but it was a disaster. I think the office relies on contractors and therefore they don't feel they have to take responsibility.

Make sure the technology works before delivering webinars. Audio quality has been poor in many cases.

Q51. Please describe how ED can improve its service to you.

Improve the website would be the first service. A second would be to make sure our program officers have all the information to answer our questions. Another area is food. I'm sure I'm not alone in not being about to use food for meetings that can only happen during lunch breaks, or for incentives or just for late afternoon meetings. I understand the rationale behind the policy but it is too tight.

The knowledge and responsiveness of OELA program officers need to improve. It is not appropriate for program officers to (1) miss or be significantly late for scheduled phone meetings, (2) not have or be able to find accurate responses to important aspects, such as, how to input data on program reports, (3) disregard requests for

information or provide incomplete or inaccurate information. My experience with my program officer has been very poor. Sometimes her incompetence is astounding.

More clarity in budget reports and annual reporting.

Our program officer doesn't seem to have the information we need and often sends out contradictory information and information sent out sometimes contradicts information we were given at the annual meeting. I have no idea who else to contact except our previous program officer. I have no idea how to make a formal complaint. I am also worried that complaining would jeopardize our chances for future grants. Our evaluator thinks this program is a joke.

Provide enough consistent funding to OELA so they can attract and keep good permanent employees. OELA has to spend too much time worrying about its future and funding.

Keep looking for ways to support grantees.

Our program is ending in one year and we are hoping to submit another application. Will funding be made available via grants this year?

Excellent services and support for our project. We need to continue to meet the needs of the growing population of English learners in Arizona with teachers who understand both theory and practice.

I'm an evaluator -- actually a substitute for the regular evaluator who couldn't attend the National Directors meeting this spring. My main experience with OELA has been at that meeting. The expectations for the meeting, especially for evaluators, were not clearly explained at the outset and changed over time. The main recommendation I would have would be to do better meeting planning in terms of content and how it will be delivered well before the meeting. Then communicate that clearly to both the project directors and the evaluators -- and OELA should NOT change its mind about what it is doing between that first communication and when the meeting started. This recommendation doesn't concern the logistics for the meeting (i.e., location, hotel, cost, etc.) but the substantive CONTENT of the meeting and what OELA and the project directors and evaluators should expect to come out of the meeting.

It's been a rough year for the NPD projects because of changes in the budget period and reporting. We'll get through this and I'm not sure what could have been done better - they all really tried hard to communicate and deal with the individual needs. I'm still waiting for a response to an email I sent a month ago.

The explanatory webinar before reports are due could be technically improved for reception.

OELA has been very responsive. My program officer ([NAME]) is excellent and responsive to our questions and follows up. The director [NAME] is also excellent. I think she brings a fresh approach and is also very responsive. Great leadership!

Guidelines for evaluation

The main problem occurred when at the meeting in DC in April-it was announced that the reports were due on June 15th and then we were informed much later that they are due June 30--consistency of message would have been appreciated.

Sharing examples or successes from other grantee programs in a newsletter or email, facilitating a space for shared best practices.

More effective webinars - have been technical glitches. Information on new reporting came in multiple forms. It could have been consolidated more clearly.

PLEASE RESPOND WHEN I SEND AN EMAIL OR CALL. It is very frustrating to have to send multiple messages just to get my question answered.

I appreciate all that the staff does, but would appreciate it if they would get back to me on the questions that I ask. This year, I asked three questions that were important to our functioning of the grant, but none were answered.

I cannot think of any ways that OELA could improve its service. I have always received prompt responses to my inquiries and have appreciated the support I have received.

More carefully consider how changes affect those who are asked to implement them and problem solve the details before changing processes.

The change in reporting and budget period was very frustrating. It negatively skews our data this year. Also, the APR website was frustrating. When I typed too many characters to a section and backspaced to fix it, it would delete entire sections.

No suggestions. They are very good at anticipating what we might need and providing it.

More, clearer communication from OELA. / Timely replies to emails from program officer. / More streamlined reporting guidelines and website.

Continue to do what you're doing. Work on the quality of videoconferencing and continue to respond to our voices.

Am generally satisfied. It would be impossible for them to anticipate all possible problems.

It can improve in just about every aspect of its functioning.

Feedback on performance reports and more communication with PO and other directors

Generally, my experience as an evaluator has been that OELA staff have been responsive and helpful. I do not think one could ask for more of them. I have found that the staff listen and respond constructively.

I have worked with OELA for the past 10 years and have had no complaints about their service to me as a PI or as an Outside Evaluator.

My main concern was the difficulties encountered in using the new APR format on line.

Having extended the fiscal year of 2012 grants from April 30th to August 31st has hurt us this summer to be able to pay personnel.

One area OELA can improve its service is in their presentation of the Webinar.

It appears that OELA is understaffed and that staff do not have the support they need - technical and otherwise - to conduct all the work that is associated with administering large grant projects effectively. I would recommend increasing staff and conducting a needs assessment of both existing and newly hired staff to determine the areas of additional support and professional development - for STAFF - that are needed.

?

Very disappointed in the mixed messages program directors got before and during the annual conference. If projects are to increase their evaluation rigor, start with a new cohort, not mid-stream, and support projects with research TA, as i3 does.

More consistent communication between OELA and AZ OELAS Office. The state programs/policies do not align to federal recommendations.

No comments at this time.

More clear guidelines that are project oriented. Technology that is more friendly and/or enabling to interact. Continue the good leadership from OLEA is pushing for enhancing services to English language learners.

Doing fine as is

Servuces are great..have not suggestions....

none

The key problem is that OELA staff often understand frustrations with regulations especially in relation to emphasis on standardized test scores to evaluate without looking at formative assessments, but they must follow the "party line" and cannot answer concerns and questions about this emphasis.

taking time to find out the strengths and/or successes in our programs would be a start of building a relationship of trust and collaboration. At this time, it feels too much like a "boss-employee" relationship - where we are being told what we are doing wrong - or what we need to fix. It is more of a technical assistance, not a collaborative one where there is a respect and appreciation for what we bring to the table.

I do not receive direct services from OELA. I evaluate one of the funded programs.

The online technical GRPA reporting is difficult to decipher year to year. This needs some attention.

We cannot complain about our program officer and run the risk of retribution. The most recent national conference in Virginia was telling. The program officers were suppose to be meeting with their colleges. There must have been a plan to brainstorm and write question and discuss the change in the reporting period. I know this because there were notecards on the table and paper on the walls. Our program officer ignored whatever the plan was suppose to be. She couldn't answer any questions and kept telling us to put it in writing and send her the question in an email. What was the point of the meeting? Other "staff" stopped in to see how things were going. At one point the women next to me said, and I quote, "I want to poke my eyes out". A little dramatic, yes, but I think that sums up my experience as well.

The budget part is always a problem. Please, try to simplify it.

Annual reporting is difficult when the reporting year is changed and the objectives were listed on the previous dates of reporting years.

I believe OELA is doing the best they can do within this climate of education. We are being asked to assess certain areas that are impossible to measure in any valid and reliable way. This is not OELA's fault but those higher up that are requiring it. It's a larger issue within the state of education.

I would like to commend our program officer for how well she helped guide us in adjusting to changes in the reporting year and budget year. I would like to recommend that an effort be made in the future not to change the dates of performance and budget years after a grant cycle has started. Thank you.

I can't think of anything right now.

As a new program director, I have been very pleased with the support that I have received from OELA. I don't have a specific suggestion for improvement at this time.

CUSTOM QUESTIONS

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)

1) Make sure they have all the current information to reduce confusion. 2) They need more time on the job to be able to do their jobs well. They should be properly compensated.

I was very impressed by [NAME] in our last director's meeting in April 2015. She is knowledgeable and truly cares. My program officer's performance, however, is weak to poor. She provides little to no support. Most of the time she fails to provide accurate information, follow up with questions and requests, and show professionalism (such as miss appointments for conference calls set up in advance). We should be able to provide feedback on our program officers anonymously (as is the case with this survey) rather than have to file a formal complaint.

Give accurate and timely information to the program officers, or better yet, send out uniform guidance to grantees in language that is not laden with government jargon and acronyms. Give enough advance notice of grant program application deadlines, i.e., more than 30 days.

Too much information is ok!

More transparency on funding. /

The program staff is always willing to respond to my questions and to offer suggestions for continuous improvement.

Not applicable. I'm an evaluator, not a grant administrator.

Acknowledge receipt of all emails.

A somewhat longer lead time when changes are to be made. This is all understandable, but some of us work ahead and could use earlier indications of changes in Government data needs.

My recommendation is to focus more on classroom practices for English learners. At the last meeting there were poster sessions of several programs and I found these to be excellent. The variety of ideas for approaching professional development of teachers of English learners was exhilarating. Excellent. I recommend more of this sharing.

No comments- all is good.

periodic Q and A. Effective evaluation models.

Again, prompt response would be huge!

The program provided helpful resources - the yearly meetings are well-organized and informative. My only concerns is that my project manager (although generally very supportive) has not responded to my specific questions that I have asked via email communications.

Please do not adjust any more deadlines for reports or budget years. These changes have added another layer of complexity (and potential confusion) to the work we already do.

Thank you for continuing to streamline grant reporting systems. Efforts to reduce paperwork and time in submitting reports is appreciated.

I do not have any recommendations.

Have clear details worked out ahead of time.

Nothing.

Continue to be available and to reduce our paperwork burden.

More advanced warning of due dates, more support when requested, taking the initiative to improve programs and promote collaboration among grantees (as a start)

Give feedback especially after submitting the report / Offer training on funding opportunities

I have no recommendations

I would like more access to other projects to compare processes and procedures for implementing and managing projects.

More involvement with evaluators

Improvements on new report format on line.

[NAME] is excellent. She has responded to all my inquiries in a professional, efficient, and effective manner.

I have not encountered difficulty in this area.

One recommendation - eliminate redundancies in the online NPD Grantee Performance reporting system - Goals and Objectives, then Objectives again with Performance Measures and Outcome Measures - super confusing and time consuming. One streamlined, non-redundant outline format for reporting all required information would make completing the report less time consuming and aggravating.

?

Ideal target numbers for scope of the grant.

No suggestions. Staff has been very responsive to our needs.

Continue to improve process for reporting project outcomes or results that are project centered.

I am satisfied with the program staff during these times of change. They have been very responsive.

If anything, some more guidance about HOW to collect the type of data now required.

The annual meeting this past spring was excellent. Continue to organize content and delivery at the same high quality level.

none

Not sure the concern about the emphasis on testing for all evaluation can even be addressed. Professional development grantees continue to be concerned with this as in the real world, we are dealing with real teachers and real kids who need to be cared and supported not tested.

Ask us to share our success stories. Not just to quantify everything to a number! There is some beautiful depth and richness in people's stories - stories of transformation on lives in education - whether the teacher, the students, the families, or the school districts - - some good things are happening that can't be captured in numbers.

N/A - I do not administer a grant.

I think they have done an excellent job over the years in the annual ND meeting; particularly this year when they included the grantees in the presentations.

More training for their personnel, so they all have the same knowledge.

[NAME] is always gracious and responsive.

We have been very pleased with how the Title III NPD program staff have assisted us in the past with administering our grants. We appreciate their timeliness and thoroughness in responding to our emails and providing suggestions.

Bring grantees together more frequently and allow us to share our activities and progress with one another.

[NAME] has been very supportive and knowledgeable. I cannot think of recommendations at this time.

Adult Education and Family Literacy to State Directors of Adult Education

CORE QUESTIONS

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

This is an odd questions, so I am not sure how to answer it. My initial experience is that the staff have limited understanding of the workforce system and have a bias against it. It has made us lose hope that we will have strong guidance to implement WIOA. Out labor partners know more about Title II in WIOA than our OCTAE staff, especially in the area accountability.

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

Eliminate technical glitches, passwords, sound, host switching, etc. / Allow much more time for questions, either through typing in the Chat Box or by speaking. Sessions always seemed rushed, so there are very few questions raised by participants.

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

Please allow area representatives to attend local events, when invited. There should be a sufficient amount of funding for travel for regional staff, not just senior leadership.

In the past OCTAE supported the states financially to give them the ability to participate in OCTAE led projects. When state funds keep getting cut, it is impossible to have enough state dollars to pay for OCTAE leadership activities. It would be good if less money would go to contractors. National eadership dollars should help support states, not be a drain on the state leadership dollars.

Define EFLs for ESL / / Instead of counting only a single level gain in a student's lowest subject count all level gains. If a student's lowest subject is math they may make 3 or more gains in reading that allows them to move into college-level career programs. Because they did not make a full level gain in math no progression/gain is recorded. This provides absolutely no motivation to programs to move students faster. In addition it does not capture the total picture of student gains. It has no meaning. / / The current method of counting only one gain in the lowest subject area also seems to set up the possibility for states to game the system by not registering students for their lowest subject and registering the only for a subject area they know they will make gains. / / Employers should have access to testing results that demonstrate all of an individual's skills not just skill in their lowest subject. changes are not made, it is essential that this be closely monitored to ensure all states are testing in two subjects. / / In addition, the system needs to identify a way to include math for ELA students. Currently they must be registered for ABE math and if that is their lowest subject at placement, they show up as an ABE student and no ELA gains are counted. /

California is a long way from DC and yet probably is a microcosm of the entire country. CA and DC need to be working closer together to make a program successful. Why does everything have to go through attorneys lobbyist and outside interest groups in order to create and establish the interworking's of every program?

Open technical assistance projects to all states rather than making some competitive. As a state in great need of some of OCTAE's initiatives, we cannot compete successfully to participate in them.

continue to provide existing services but take into consideration the time differences.

none at this time

More guidance about WIOA implementation would be very helpful.

If there are specific small state implications - they are addressed to the small state directors both in writing and at meetings.

Everything is fine

This year was a rough one since many of my questions regard WIOA implementation and this process is still in flux. Once, the details are more flushed out, questions can be answered more precisely. Otherwise, the OCTAE are a pleasure to work with since they are highly knowledgeable and always willing to assist.

More intuitive primary website - though this apply to much of USED. Recent improvements in the NRS system for reporting have been welcome and helpful,

By continuing to deliver quality technical assistance in a timely manner. I have had very positive interactions with all OCTAE staff and believe it is an organization that displays high ethical standards.

Some webinars are offered at certain time zones that are not convenient for those in the outlying areas. It would be helpful if these webinars could be recorded so that they could be accessed at a later time.

As states move to implement WIOA I would ask that OCTAE be clear on program requirements. That is not just simply EFL's and fund usage. There have been multiple shocks to the Literacy community over the last several years. For example a changing test instrument. Content standard change. Change in governing legislation. This is making not only states confused but more so the vendor programs we fund that are the direct service providers. We need additional efforts on implementing CCRC as well as the need to measure progress. Likewise OCTAE must continue to play a strong advocacy role for Title II programs as states implement WIOA. There are still many areas of the law that have not been fully defined. Lack of definition could lead to Literacy services being augmented and changed to meet other program needs. I am thinking specifically about career pathways implementation. Low level learners can get forgotten in the process of service provision if there is not a strong advocacy made by Title II programs. OCTAE speaks with a national perspective and authority.

Become more aligned to the intent, facts and sister agency (RSA, Labor) work of WIOA as well as the work within ED. For example, the alignment of Pell Ability to Benefit career pathways with WIOA. How could two definitions come out of congress that were different and how did ED provide congress guidance on these alignments?

Continue to provide State Directors and staff with information and resources.

I know it is hard, but we need DoE to be issuing guidance at the same speed as DoL

OCTAE is responsive to the needs of the field and communicates in an effective and efficient manner. Please continue the extraordinary support.

Indiana would be interested in participating in more regular communications with our Regional Coordinator.

Ensure relevance and timeliness based on current and everchangng needs with new WIOA

Keep up to date information coming concerning WIOA and the state planning process.

I think OCTAE is doing fine, especially in light of all the activity, information, and technical assistance required around WIOA implementation. I often forward materials and notifications I receive from OCTAE regarding WIOA implementation to my partner agencies in the state. I have received consistent feedback from those partners that OCTAE seems to be much more "on it" that the respective federal offices of my other partners in distributing this

information in an effective manner. I feel very much "in the loop" and confident that I am receiving up to date information. Thanks for all your efforts.

OCTAE has done an admirable job of keeping us as informed as much as they can about WIOA - the non- definite dates for Rules/Regs, submission dates, implementation dates, etc. has made it difficult for everyone to have a clear picture of when all this will happen. Congress could have had different language to accommodate the frustrations with this. / / One thing I would really like to see is the opportunity for the OCTAE regional staff/ reps be able to travel to the states within their regions. It would be so beneficial to the individual states and it would have a positive influence on the local AE program staff to know that they are recognized by the federal agency....plus we like to have them come and share their knowledge and expertise about AE. Being able to come to state conferences on a rotating basis within the region would be so nice!!

In light of traveling restrictions imposed in some states, either mandate attendance at conferences as a condition for receiving funding and/or use technology to share conference information.

Provide WIOA information in more timely manner so programs can have a full understanding of timelines and work that they need to do.

The instances where we have rated OCTAE at less than 9 are all related to WIOA.

Try to stay ahead of Labor in their information releases regarding WIOA. Provide more timely guidance on WIOA State Plan

Increased communication that is standard in its interpretation by OCTAE staff; recognition/acceptance of diversity in state directors, audience, ability and infrastructure; assume greater role in WIOA implementation at federal level (DOL has put out multiple TEG's and webinars, OCTAE not so much)

In my experience after working with OCTAE for 8 years, I have consistently found OCTAE responsive and helpful in their advice, guidance and the value and utility of information they have provided.

I'm extremely satisfied with the help and guidance I receive. When I might not fully understand something that is brought up in a written notice, on a webinar or conference call, etc., I reach out to my regional person. I always receive additional information and clarification that I need. And if the question can't be answered at the time I call or email, that is acknowledged and I get a call back or an email shortly with the information I was asking about. The accessibility to OCTAE staff is a tremendous asset to our field.

CUSTOM QUESTIONS

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

No suggestions at this time.

Provide professional development that is partially supported by national leadership dollars. This is likely an issue for states that get little state funding, so it may be good to focus on a variety of delivery formats that can be affordable and attainable for all states. The current LINC's region model for professional development should be reevaluated.

Training and clarity on ESL standards

Know more than we do.

Provide non-regulatory guidance, technical assistance and training on the implementation of WIOA, especially on Title II components of the state plan, integrated education and training, EL/Civics, and serving employers.

Extend the time of the project's technical assistance (CCRS)

Develop a national database for WIOA. Should have been done at the beginning of WIA - now is the time to re-examine the need instead of allowing the states to bear the brunt of changing their statewide systems to fit the WIOA specifications.

Everything is fine

Continue to focus on the changes expected/required under WIOA.

As is currently happening in Oklahoma with DAEL interactions, continue to provide assistance and support while learning the implementation requirements of the grant.

No comment.

Additional assistance in CCRC implementation.

Learn more about innovative practices coming out of initiatives like Accelerating Opportunity and look less to K-12 models as the example. The future under WIOA looks more like AO. Also, reconsider entirely NRS.

Continue to provide State Directors and staff with technical assistance, information and resources to improve state and local program performance.

WIOA guidance

Continue efforts to provide quality technical assistance and guidance.

WIOA assistance and guidance

More targeted "hands-on" support rather than generic tech assistance

Continue existing services.

Due to limited capacity in our state (staff and funds), we have not been able to participate in many of the national level activities offered by DAEL this past year. Therefore, I am not able to comment on those activities very extensively. However, the offerings do seem to be good, and I would participate if I were able to do so.

Regional meetings or like-state meetings (large, small, limited funds, LOTS of funds, etc)

Allow for more states to be involved in initiatives.

Share best practices as they relate to implementation of WIOA required activities. Facilitate more sharing opportunities for the states both at meetings and sharing of resources, materials, models that can be adopted for other states.

It's all about WIOA

DAEL will need to remain very forthcoming in providing states accurate and up to date information on WIOA guidance, interpretation of the guidance and be poised to provide states technical assistance as we roll out WIOA.

Provide technical assistance programs information /materials in Spanish.

Carl D. Perkins Career and Technical Education State Directors

CORE QUESTIONS

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

More frequency

The portal for submission of reports seems to constantly have problems. Really need to improve this

More individualized technical assistance through the use of web video technology such as google hangouts, skype, and others.

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

Clarity in guidance on issues

Answer all the questions in a timely manner. Our state has an outstanding liaison but when he needs to consult others or defer to others we wait, and wait, and wait. In one instance it resulted in an audit finding (OCTAE's error they delayed in fixing) and most recently we are asking for a waiver that has been in process for months. A couple years ago we needed guidance from OCTAE and they never followed through. On the other hand...the day to day from our liaison is outstanding.

I would like to have a lead person make quarterly contact with me for updated information, issues, trends and best information sessions.

Pleased with the response and service at the present time.

Keep up the good work!

a biannual check in/call would be helpful just to share what we are doing and get validation we are headed in the right direction rather than waiting for a whole year to pass then report the results in the CAR. The check in should just be a call - nothing formal, no written reports, etc.

Continue to assist with regulatory and non-regulatory compliance technical assistance.

There is a reluctance to answer questions posed from states in writing; thus, we need to receive answers verbally from staff. When this happens, we often do not receive clarity in the response and may often get differing advice from different people. While I understand that there is concern about legal implications, in providing written responses, this places states in a very bad position. I would highly recommend that responses to e-mail questions be provided in written form and in a timely manner.

The staff assigned to our state is very responsive to our needs for technical assistance etc. The one area that causes challenges is the CAR submission site. There are often technical issues that must be resolved by the vendor.

Consistently provide training/orientation to new state directors--improving.

More direct and accurate technical assistance. Recommend regional training sessions for state agencies.

Continued support and clarification of WIOA concepts and utilization of shared best practices

n/a

My experience with OCTAE has been positive. I always receive assistance when I ask, and the staff at OCTAE tries to facilitate our work in any way possible. It is good to have a familiar, friendly, professional staff to deal with as we expand our CTE programs and options.

One service that would be very helpful, a website with a list of research-based "best practices" with a brief description and the state contact. These best practices may be related to programs of study, innovative ideas for

teaching and learning, implementing accountability measures, promoting benefits of CTE to stakeholders, engaging partners, etc.

the password routine is a bit challenging. We understand the need for security but we do find ourselves having to change it more frequently than other similar sites with security requirements. Nothing we cannot handle, just a bit of an annoyance. Overall great staff and support, thanks.

With the new Unified Grant Guidance it is imperative that all states and state programs receive the same information and the same guidance of Federal grant funds. There are also times when we have very specific questions and/or concerns and it has been difficult to receive the direct answers that we need to be successful. Many times this is because OCTAE staff needs input from their legal guidance and that information does not flow to OCTAE so they can advise the field.

CUSTOM QUESTIONS

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

Answer the hard questions in a timely manner. We follow the advice of [NAME] but OCTAE doesn't follow through with the responses that are needed.

Continue the good work.

Please fix the the computations in the State Plan Budget portal. The auto rounding can be frustrating

assistance with Male Non trad participation and completion

Encourage more interaction with other states with similar demographics (rural, frontier vs. high-density urban states.

We will be receiving a TA visit in September 15, this should help our state with the fiscal and data portions of our work

Continue the "Office Hours" at the state director's meetings, and continue to be available when needed for assistance.

At this time, I can only say OCTAE's technical assistance and recommendations/suggestions have been excellent and we are beginning to see positive results. Also, local CTE administrators are seemingly more responsive to improving the quality of CTE programs.

as mentioned earlier, some bugs with CAR and the password. otherwise good to go!

Continued work with EDEN ED Facts for a smoother CARS reporting for secondary.

Financial Improvement and Post Audit Operations/Indirect Cost Group

CORE QUESTIONS

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

Currently, the Federal Chart of Accounts does not appear to reflect all of the new information required for Indirect Cost Reporting. If the relevant areas could work together to ensure all of the required information is consistent, it would be beneficial for the SEAs when attempting to pass-through the new requirements to our LEAs.

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

Indirect Cost Rate Proposals for SEAs and LEAs are submitted in paper form only, with additional detail provided as requested by email. Electronic submission would be more efficient.

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

unknown

I'M NOT THE PERSON WITH THIS INFORMATION

this survey does not appear to apply to my USDA grants

question not applicable to ICR- submit info by email

NPEFS; F33

email

email

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

Establish an office in the CNMI

More clarity regarding exactly what information needs to be submitted for LEA ICRPs. Update the EDGAR "Green Book" to align with USDE's expectations.

The OCFO can give responses to issues in a more prompt manner.

Continue improving.

What is the reason for FFATA (Federal Funding Accountability and Transparency Act Subaward) and eden/EdFacs reporting. FFATA reporting is very cumbersome, time consuming and system is not user friendly. Providing information for both reporting systems consumes a lot of time.

I would like it if the OCFO in my situation would take our cost submittal electronically. It seems to me that the paper copy I send is nothing more than a marker to show that the cost plan was submitted to the Department of Education, as I tend to resubmit and answer many questions that were already included in the paper submittal. Also, I have noticed the last couple years that after submitting the paper documentation that it took quite a few months for the OCFO group to get in contact with me that they were reviewing our state cost plan (indirect). This year the federal contact and review of our plan was almost 6 months after the initial submittal was sent. This year indirect cost plan review and our agencies state budget deadlines have intersected and caused a fairly large workload crunch. If the cost plan had been reviewed even a month earlier it would have been much easier to focus on it as the top priority. I appreciate the work that the OCFO does, and I understand various things can happen, but if I could be contacted sooner with even an estimated review date and any additional data requirements that would probably be helpful in getting the work done required for the responses.

Add staff to assist those in a timely fashion.

See response to previous question. A detailed example of the calculations and methodology for restricted and unrestricted rates would be helpful.

Indirect Cost proposals should be reviewed and approved in a more timely manner.

Update publications more frequently. Update questions and answers more frequently. When discussing issues, for example indirect costs, it would be helpful if you could provide more examples. More complete instructions at the beginning of the project, rather than receiving requests for additional information that wasn't covered in the initial instructions. More timely review and approval of state submissions. Sometimes this does not occur until after the "certification" expires.

It would help to be a little more timely in responding once OCFO's review is complete. Our I/D cost proposal was review in May and we did not receive a final response until early August.

more information available on line where can be accessed other than during normal working hours

generally

CUSTOM QUESTIONS

Q3. Are there any recommendations you have for improvement of this guide? (Open End)

None

Update the guide to align with LEA document submission requirements, as well as to provide consistency among the ICRP reviewers.

I would like to see a better example of a Personnel Activity report. It should have more relevant programs listed and show a calculation.

Maybe an updated version.

Update it according to the Uniform Grant Guidance. Many references in guidance are the old circulars. Provide more complicated examples. Examples in book are too simplistic. Update restricted grant list annually and have it available on website.

Provide more detail.

NONE

Update the guide and provide a concrete example of the calculation of ICR.

Ensure the guide "green book" addresses all of the additional information and forms required for an SEA Indirect Cost Rate Proposal. Also, ensure the Federal Chart of Accounts is complete and consistent with the additional information and categories now required for Indirect Cost Reporting. As an SEA, we have received extensive feedback from our LEAs regarding the inconsistency with the Federal Chart of Accounts and the additional reporting requirements.

Please update and provide more clarification and examples. Thank you.

None.

none at this time

Q5. Please indicate the reason(s) why not.

Not all states are the same.

Current process and procedures are efficient and in place...would have to start over. Not interested.

because there may be circumstances that need more clarification

I would be concerned about the flexibility of entering/including data

This survey does not appear to apply to my work with USDA grants

Q6. What improvements would you suggest to help provide for a more timely receipt of the indirect cost rate agreements? (Open End)

Agreements have been timely.

Allow the CNMI PSS to move away from Interior as the cognizant agency and then move to Education

USDE ICRP reviewers seem to be constantly behind. I don't know whether additional staffing would help, but it is very difficult to get rates and/or LEA ICRPs approved in a timely manner. In some cases reviews are over a year old before they are finalized.

I know the section had a lot of turnover which resulted in a delay in timely responses. Once new staff has been trained, I feel as if the process will move more timely.

Review an agreement submitted by the deadline (12/31) within 90 days. Multiple e-mails should not be required to have a timely agreement approved by 7/1 when the new rate takes effect.

Consider multi-year rates.

1. Create a uniform submission standard of indirect cost proposal / 2. Since majority of States/LEAs are fiscal year ends of June 30th, start reviewing proposals as soon as received to insure that States/LEAs receive indirect cost rate agreements well before June 30th. A uniform submission standard will help those submitting as well as OCFO Indirect Cost Group staff. / 3. Update the restricted grant listing annually and have it available on the website.

A more standardized reporting format. Even if one format is not realistic, perhaps a couple different options? Also, after receipt of the state plan, how about at least of rough estimate of the scheduled review dates.

First make submission process electronic, then have a faster turnaround of needed corrections to complete the process

When submission is made by the due date, contact should be made to the states on the status or where in the process is the submitted indirect cost rate proposal so state can gauge when to receive the agreement.

We received our rate quickly.

Add staff in order to get the casework done in a more timely fashion,

It would be beneficial to be notified timely, if an SEA has submitted the supportive documentation in a format that is not acceptable (e.g. flashdrive or CD). The SEA could immediately address the challenge, which in turn could potentially help to minimize the review time and elevate any potential frustration or stress.

Finalizing Indirect Cost Proposals are a great importance to not-for-profits as their rates fluctuate with funding changes. Failure to approve final rates within a reasonable period of time can have a disastrous effect on the organization's ability to survive.

Begin review process sooner, if possible. Sometimes we do not receive questions until several months after our submission, and by then we generally have to go back and spend time researching our submission for the appropriate responses. (If the review was a little quicker, hopefully we could answer questions "off the top of our head".) With regard to the LEA indirect cost rate filing, it would be helpful to receive a reminder two or three months before the due date.

Not sure...may be a staffing issue.

more knowledgeable staff, one person cant get it all done in a timely manner

Fulbright-Hays Doctoral Dissertation Research Abroad

CORE QUESTIONS

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

1. University central sponsored research offices often have several people who need to get information about a proposal or award. The G5 and IRIS system are too limiting with only one person (the person who submitted) in an office being able to log in to view content. this also creates problems when someone leaves an organization or is no longer working on a project. NIH's eRA commons, for example, allows access by an entire organization to all proposals and awards. 2. With so many federal and state offices accepting electronic signatures, it seems rather inefficient and out of date to fax in a signature page with Fulbright-Hays proposals.

Provide both audio and video for Webinars for those unable to participate in and for future reference

Update your application portals so they are more user-friendly. The G5 system produces a lot of headaches and last-minute panic attacks for my applicants.

Ease of navigation and up to date content.

I have been on a few webinars for the Fulbright-Hays where the tech just didn't work.

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

For the Fulbright-Hays programs, some improvements could include: Use of technology (as already stated); provide information in the program guidelines on human subjects narrative - this is buried in the application package; more than one person at OPE to address questions. [NAME] can be slow to respond (if at all) except for questions related to proposals when we're close to the deadline. I still have no idea how to complete the final report though I've emailed for information for over a year including contacting [NAME], the IRIS help desk and in the last week, [NAME]. There is no guidance on this step nor is it clear in IRIS. There have been a few inquiries to [NAME] that I have had to follow up for information multiple times before receiving an answer.

My primary interface with OPE was using G5, which is not a very intuitive, userfriendly interface. Improving the application portal would be of most value to me.

Regarding the previous question especially, how or to whom do we complain about relatively poor performance by OPE personnel?

Please make the website more user friendly. The State Dept's Fulbright US Student Program website developed by IIE is an ideal example of an excellent resource.

The staff are great, but the Federal Register announcements and the G5 system are tedious. A more streamlined web interface would be ideal.

Make the g5 system easier to use. One issue I've found is inconsistent service for recommendation letters being submitted by referees overseas. Those from Europe generally load adequately, less so for Latin America, Africa, and Asia.

The only aspect I can think of would be earlier notification the award is available but I understand this is often not in the hands of OPE

Responsiveness to inquiries can be slow; sometimes I need to follow up on an inquiry to get a response. The G5 system in which applications are submitted is poorly designed and always faulty. We always have technical difficulties with the site and need the G5 helpdesk to fix issues in the background.

1. Test and fix the G-5 system before releasing the FHDDRA announcement, so that it will accept submissions.
2. Change the system so that it will accept foreign characters on a pdf, as it requires submission materials that most likely will involve foreign characters.
3. Establish a mechanism for submitting materials from non-US computers or clarify work arounds.
4. Move the FHDDRA deadline to fall, so that awardees can have the results within the same initial time frame as Fulbright IIE, and so that awardees can depart and return more in sync with academic year schedules.
5. Clarify some of the instructions, e.g. the double spacing language in formatting, acceptable budget items.
6. Simplify narrative requirements to decrease redundancies and eliminate items that don't really allow for a meaningful review.
7. Although some review comments are extremely helpful to the student, some review comments each year are often inconsistent. Request an additional review if the reviewers disagree greatly.

Prevent glitches in G5 system.

Overall, I am quite pleased with the assistance from the Program Director. She has been very responsive. The G5 system is pretty tough to navigate and I receive many complaints from applicants. The people on the help desk are not very knowledgeable and that has been challenging over the past several years. I was stumped this year because my students submitted the wrong numbers for their funding used at the end in their final reports, but I did not know how to correct them. The system would not let me correct them and the students tried but could not do it either. So, I just processed the correct amounts and notified the program director. It would have been better if we could have gone into the IRIS system to make the changes...either me or the students. / Thank you and it is a wonderful program that I hope continues for many more years. The students are most appreciative.

Faster response time through email. Staff prefers to call rather than email.

The office, overall, seems incredibly understaffed and there is a high turnover rate. I think the only way to improve service is to increase institutional memory by hiring competent, experienced professionals. Also, the guidelines and the RFP is absolutely atrocious and confusing to both students and to administrators. Even if the documents were styled differently, it might help.

Easier submission

I feel the services are okay for my particular purposes at our institution.

The application package improved significantly last year, but there is still room for improvement, e.g. the title of the documents on the right of the application should reflect exactly what's contained in the document.

Have all required steps and parts of an application listed in one place for the institutional project director (currently we have to search for it in a couple of places, like in the directions and FAQs. If there is a change to reporting requirements (how/when to request hiatus for example) could that be noted in an email or on the website? Better communication with directors about when the possible date for posting the DDRA application might be--an email that goes out to directors that notes the most likely month in which the competition will be opened would be extremely helpful. As far as I can tell now it's anytime between November and June.

G5 portal and application process could be improved. In the past, PDs had earlier access to applicant materials and could monitor the progress of application. Also, there was a notification sent to PDs when applicant uploaded his/her application - at all stages.

My first experience with the new DDRA F-Hays director was one where she pretty much yelled at me since we didn't do something on time, and continued to lecture me on the fact that we have had multiple DDRA recipients and should know what we're doing. DDRA needs to understand we may have 1 recipient every year or 2 and juggle over 100 different types of grants. The demand of the DDRA grant is lengthy and time consuming and there should be some understanding of this.

More FAQs sections which will cut down on calling the help desk

CUSTOM QUESTIONS

Q9. How relevant are the DDRA IRIS reporting screens in helping you “recapture” your accomplishments and challenges during the life of a project? (Open ended)

I don't know - we can't edit the screens and I have been unable to find guidance either online or from [NAME] on how to complete the report.

N/A - new administrator who has not yet used this service

I don't understand the question at all

I'm not really sure what this means

I am new to these responsibilities and haven't done so yet.

Average utility

I find this screen cumbersome and not intuitive.

It is relevant for project tracking. The final report advice has been helpful internally to future applicants and in recording the solution to various challenges. I've always thought the "Notify Fellows" button should be a drop down menu with options, i.e. a. account establish b. submit GAR c. submit final rep d. request hiatus e. request extension.

not sure I understand "recapture" here...

I needed to be able to assist the students in changing their final report. They were not able to make important changes.

Very relevant

Relevant? Reporting screens? Do you mean the reporting requirements or questions? Perhaps they are appropriate for the US Dept of Ed, but they accomplish nothing for administrators.

Ok

extremely relevant - the information is well received

Not helpful. There is no where for the PI to make comments. There should be a page for the PI to make historical notes about each fellow's award so that both accomplishments and challenges can be recorded, especially as it relates to certain countries which require a lot of leg work for visas and research permission

n/a

very useful, particularly in learning about student deliverables and what challenges others may have traveling to the same location

They have been helpful, but not overly beneficial.

not so relevant

Q11. About which topics do you most often contact ED staff? (Open ended)

IRIS, grant information

Problems with application system, hiatus requests, how to complete the final report.

Hiatus Requests, Grant Activation Requests, assistance in persuading ignorant or obstructive US State Department personnel abroad (e.g., in a US embassy's Cultural Affairs Office) to help our fellows as they're supposed to do, questions regarding various new or hard-to-understand instructions and new developments whose impact or import is unclear, adding new dependents' allowances to grants if we're able to cover them from surplus funds in the master budget, correcting mistakes or inconsistencies discovered in grant agreements (GANs) and Individual Budget sheets and in incorrectly scored applications for individual student applicants, and various other bureaucratic goof-ups.

Fulbright-Hays DDRA budgetary matters

Allowable expenditures

Fulbright administration questions.

Details of individual awards; clarification of budget information and travel;

Questions regarding policies and/or technical difficulties with G5 or IRIS.

Timing and priority changes of new competitions, project management, technical assistance to questions from applicants, glitches in the system

Questions

change in grant awardees' dates of research

During the application process I had questions about eligibility and timing of travel. Also, during the fellowship questions about hiatus, project allowance useage and allowability. Also, I have asked questions about funding changes between categories. I have asked many, many questions and [NAME] has been quite helpful.

Hiatus request, early departure, insurance

Fellow-specific questions - DDRA

Questions about regulations, eligibility, grants.gov tech issues, confirm topics are not "Western European", updates on the timing of the program (it changes every year and makes planning and promoting impossible).

Technical matters

fulbright-hays questions

Updating the GAR as it relates to airfare; permission for extraordinary expenditure; hiatus request.

budget questions

issues with day-to-day administration of DDRA and clarifying questions before new grant applications

application submission and IRIS page.

Student had questions regarding traveling dates coinciding with beginning of fellowship.

Fulbright-Hays /

problems with application submission, questions about awardee students changing plans

Q12. What additional technical assistance can DDRA program staff offer to meet your needs? (Open ended)

how to complete the final report! What to do at proposal stage when a referee has difficulty uploading letters, especially when in a foreign country that federal servers prevent the user from accessing the application system.

I'm not quite sure what you mean by "technical" assistance here.

website development or more webinars

clarity about the allowability of holding a FLAS and a DDRA award in the same fiscal year when the FLAS is used only for language training and not for research

None really...very responsive

A more updated website for submission would be best.

Working to increase clarity of instructions, communicate priorities clearly, simplify applications, and to assist the IT people managing G5 and IRIS to understand the peculiarities of this program will reduce the need for technical assistance.

Better follow-up

unsure

The G5 tech support could be better. / Assistance with how to make changes...for the students or me..in IRIS for the final report.

Technical? In all honesty, this is one of the worst survey's I've taken.

Make it easier to submit materials

no changes are needed at this time for our institution

None at the moment.

not sure

none

Training sessions for Project directors

clear and concise step by step guidelines about the application process and the post award processes that will ensue

Q13. How can we improve the International and Foreign Language Education (IFLE) website (including links) to help you identify program resources and meet your technical assistance needs? (open ended)

I'm not sure how to interpret the question.

use the IIE Fulbright site as an example for how to organize information

I am satisfied with the website and with the clarification offered by Sr. Program Officer [NAME].

Perhaps a more extension FAQ both for individual applicants and program sponsors

I don't have trouble finding resources for technical assistance needs.

Timely addition of new awards and basic stats are helpful to applicants. The google map of awards for FY2014 is helpful, but contains some duplicates. Making all application available in one spot is helpful (G5 instructions,

Federal Register, announcement). Regularly updating the FAQ to reflect any policy changes is helpful. More visa and Fulbright Commission resources would be useful.

Fulbright-Hays DDRA is the only program with which I work; site is OK about that...

Some repetitive information-consolidate

Streamline menus, organize information appropriately for your audience, focus group the site with students and administrators, make use of the motto when writing: MAKE SURE EVERY WORD IS NECESSARY

N/A

i don't have any suggestions because the site is okay to me

N/A

can't think of any

It was pretty user friendly.

Q14. Please provide specific suggestions for how DDRA program staff can improve customer service. (Open ended)

Excellent customer service.

Previously stated - mainly improving responsiveness to questions and providing guidance on things that can't be found anywhere else.

(1) Always respond to questions and requests from Project Directors and their staff members--even if it's only to say "Received your email; will respond as soon as possible." / (2) Respond to our inquiries in a timely fashion, so that we don't need to repeat questions and requests. / (3) Inform us annually (e.g., in the DDRA handbook) what sorts of services and assistance we should EXPECT from US State Department and Fulbright Commission staff abroad--particularly regarding visa information and assistance--and what do do about it (or who to contact) when those staff refuse to assist or communicate adequately with individual fellows. / (4) Train program officers about past and present DDRA policies and precedents so that each new officer doesn't feel obliged to unilaterally reinvent or reinterpret long-standing procedures and precedents in ways that are inconsistent, unrealistic, or untrue.

none

I would want specific improvements to g5, such as enabling the system to receive reference letters up to the actual deadline date and time. As Project Director I find that when a reference letter has not been submitted and it is close to the deadline, I have to decide whether waiting any longer would risk not submitting my package on time. The much easier to use EMBARK system for IIE applications allows me to submit the whole package even if all the references have not yet been uploaded, and then as long as they are uploaded by the deadline they attach to the respective application. Another minor tweak would be a clear explanation of how the fellow "invites" referees. The system does not show the place where that is done until the fellow has saved once, yet this is not indicated in the instructions.

We have found them to be very responsive over the years.

It would be great if we could have more than one contact regarding program questions. With only one person responsible for responding, there is a large delay between questions and answers.

The program staff is cordial and responsive. Customer service will be improved with the suggestions made previously regarding technology and timing of the competition.

[NAME] has been excellent.

Email response time (I waited 1 month for a response)

Be prompt with returning phone calls!

I think the staff are great. It is the outdated submission that is the problem

the staff can continue what they are currently doing because I feel the customer service is exemplary.

I am very pleased with my interactions with my program officer

I received excellent customer service for DDRA staff

Q15. In your opinion, why is DDRA funding important in supporting overseas experiences for doctoral students? (Open ended)

DDRA funding is important, because without this, students may not have other resources to continue their research abroad.

Provides resources for doctoral students to complete their dissertation research.

This fund provides vital support for doctoral students to carry out research that not only advances knowledge in their fields of expertise, but also U.S. interests abroad as highlighted in the funding priorities.

Aside from the undeniable fact that my work on DDRA awards keeps me employed and off the street, and is often the only way that a given DDRA fellow can do high-quality dissertation research abroad and thereby obtain a good job as well as provide a resource to the US government, I'd say that the question is best answered by someone in Public Relations

It is an extremely prestigious fellowship with unique and essential opportunities to network and research sites otherwise financially unattainable.

Doctoral students undertaking international research that involves expertise in less commonly taught modern foreign languages have already made an enormous commitment of time and tuition dollars. Their doctoral program is thus extended by several years compared to students whose projects involve only Western languages and whose research is in places that are easy to navigate. The support provided by multiple FLAS awards and by DDRA levels the playing field for fellows as it also ensures that our nation is building expertise in diverse languages and cultures that will be of strategic importance in the near future. We will not be able to draw on such expertise if we do not invest in it over the long term.

DDRA funding is a crucial source of support for many graduate programs in the social sciences.

It provides flexibility and allows students to feel that they are getting the budget they need as they prepare the budget. It also supports important learning about non-Western European areas.

Our students would otherwise not have the funds to do critical research for their dissertations and their field.

Most institutions don't offer funding for these valuable experiences.

Aside from the purpose for its existence (to improve education at home), FHDDRA Fellows have an impressive and useful body of collective research, have advanced our understanding of cultures and issues, incentivize advanced language capability, create opportunities for life-long collaboration and partnerships, and serve as a training ground for doctoral students who will thrive and contribute. I wish that Congress could hear the reports back after students return. No matter how challenging or complex the situation, it is an opportunity like no other for students

in the eligible disciplines. The budget cuts to this program are disappointing and counterproductive. Our FHDDRA alumni have indeed gone on to carry out the roles envisioned by the program.

It helps to provides such experiences for doctoral students and their research. With funding being low or severely limited at institutions due to low budgets, DDRA funding is critical and has been very beneficial.

It allows full research on-site (overseas) and enables them to excel in the dissertation.

To further future foreign relationships globally.

It allows our doctoral students to increase the scope of their research

Assists students to complete dissertation research in-country, expanding resources--increases the quality of the dissertation

It's a matter of national security. We need experts in culture and language in order to do business with and to help keep the peace around the world.

Provides a much needed resource in a sea of education cutbacks

we are really all one world and if knowledgeable doctoral students can make an impact anywhere around the world that will make a better world for us all on the earth

Having an experience in the host country is critical to students' understanding of the culture and language. It is essential to ground them. Without this experience it amounts to an academic exercise, without practical knowledge which can only be gained in country, interacting with the people.

Unique grant that affords students extended period of time desganted to accomplishing their goal. Opens doors to many professional opprtunities. Having extended period of time oversees allows students to build international professional networks. They all also improve their lanuguage skills

Global education is important, so that the US can compete with the rest of the world.

Studying abroad allows students to socialize and network with different types of intellectuals in and out of their field. These individuals may help change preconceived notions of different cultures, and their own, while having the opportunity to expand their knowledge in their field of study.

The DDRA both offers more and different funding than other funding agencies. This allows additional researchers to complete their work and through that contribute to the intellectual growth of the US. DDRA is also crucial for its funding of projects not covered by other funders. Specifically, the ability to carry out multi-country projects. /

Its of fundamental and critical importance to the success of their dissertation that they have the opportunity and ability to have access to and carryout onsite research in the host countries.

best source of such funding for many of our students

Q16. Please explain. (Capture verbatim response)

The explanation is too difficult and lengthy for a 15-minute survey like this.

Over my time as project director (2010 to present) I have worked with [NAME], [NAME], and [NAME]. All have been exemplary, but [NAME] has been extrordinary in dispensing prompt, direct, and consistent information contextualized to the specific situarion of indiviidual fellows.

G5 not working as advertised was the only inconsistency I encountered.

Awarding document stated student won for a particular country; heard on webinar that students could no longer go to the country.

We were offered an award but declined. We are still being treated like we are an award recipient. Still on the email list of notifications and report reminders, etc.

i've received updates, notices, etc.

We have been kept abreast of any new developments and requirements as they become available. When we have had questions, we have received very helpful information. The webinar this year was simplified and far easier to understand.

Q17. In your opinion, does the DDRA program contribute to preparing a national cadre of area studies and foreign language specialists at postsecondary institutions? (Open ended)

Yes

Don't know

Yes

Obviously.

Yes.

Absolutelt!

Yes, this is a crucial program, especially as other sources to support graduate-student research have become more scarce.

Yes

Yes.

Yes

Yes. See previous comments on the importance of the program. I periodically review FHDDRA career profiles to see how quickly they complete the degree following their return, their initial job placement following graduation, and their career trajectory.

I don't know.

Yes

Yes

Yes

in-country experience invaluable, making the students better professors in the end--more fluent in the language and having more in-depth knowledge to communicate to students

Yes

Yes

i don't know - I would need to do more research to better answer this question without providing a blind answer.

yes

Yes. Many of our students look towards careers in teaching and which utilize their specialist experience and training. They look not only for careers with government, but increasingly with the private sector.

yes

Yes

Absolutley, vast majority of the recipient from my university are now empolyed either as faculty in tenuere-tack positions where they are trining the next generation of area studies and/or language experts or work for the US government

Yes

Yes.

Yes, absolutely.

Yes

Q17a. On which of the following is your opinion based? (Other specify)

No data available

My experience as a doctral student

Data collected from DDRA fellows

N/A

NS

No formal analysis just personal observation

Qualitative

Personal interviews with students

Q18. How many of the DDRA fellows at your institution have earned doctoral degrees over the years? (Open ended)

This is my second year as DDRA contact. The students are currently enroll.

don't know - our office doesn't keep this information

100%

We have no reasonably accurate way to collect that information. Our DDRA awards date from 1964-65 onward.

Roughly all

I don't have this information at hand, but I would guess all or nearly all. The only one I know directly who did not finish was actually killed in an auto aaccident while on the DDRA.

100%, I believe.

I don't have that data at hand

Of the DDRA fellows awarded in the past four years, all are still working toward their degree.

Question should be specific to a time period

Of 26 accepted awards between 2003 and 2014, including two awards cancelled in 2011 and picked up by Mellon, 23 have been awarded the Ph.D. Of the remaining three, one returned from the field in May 2015 and is beginning analysis and writing of the dissertation, one from the year cancelled had to change topics, but is still active and expects to complete, and the third expects to graduate this Fall 2015.

I don't know

do not know; was not provided with historical records, and I've been working with F-H DDRA just since 2013.

all

All of them / / I believe 6 since 2009

100% of Fellows

2

26

All of them

more than 20

unsure

Between 2007 and 2012, 18 of the 19 fellows have earned doctoral degrees.

I am new in my position as of 2011 and do not know.

I don't have access to this information.

12 since I started administering the program in 2007

around 15

All.

Q18a. On which of the following is your opinion based? (Other specify)

not available

Linked In, internet searches by name. All degree awards were verified in the institutional database.

information available to me

No answer

Data from the university's website

N/A

Q19a. On which of the following is your opinion based? (Other specify)

non - anecdotal

Pure guesswork and impressions

feedback from fellows

We have few winners so it is difficult to gauge but obviously it helps.

Educational Opportunity Center

CORE QUESTIONS

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

FAFSA Night for Collegebound Scholarship students -- collaboration with Financial Aid Department

EOCs and DOL working together -

Joint ventures between UB and UB/MS enhancing the experiences of both

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

Webinar training, best practices, policy change, and FAQ. Online Skype sessions for asking your program officer questions in real-time, open to all EOC programs so that people can get a sense for the other challenges/successes by other programs, also allows for networking with others. The current support system and inability to get a response from "program officers" is negligent and needs immense levels of improvement. I think technology could help aid in this matter.

Assure sufficient funding to include purchasing the most up to date equipment/systems/databases.

Keep updated information listed.

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

Continue to give great information and customer service.

A longer timeframe to submit grant proposals once the RFP is released.

quicker response to questions

More timely responses to requests, guidance and complaints

No ideas

Announce dates and locations of grant proposal workshops in a more timely manor and provide more locations. Also, coordinate workshops with Counsel for Opportunity in Education (COE) fall conference to save programs money & have less travel time away from office. Otherwise, they are doing great.

Be able to download power point presentation during webinars.

Individuals need to be more readily available when Director's have questions that need to be answered. Sending 3-5 e-mails to various different EOC representatives just to have 1 respond is extremely inefficient and creates high levels of dissatisfaction. Furthermore, the responses are typically not helpful and take several days to receive.

Relay timely information so it doesn't affect the grant objectives, i.e. funding arrives late, notices arrive late

thank you for your assistance

Advocate for grant award amounts that can efficiently cover the costs of salaries and program services to really do the job right!

OPE does an excellent job considering the complexity of the endeavor.

Communication and approval response time from program officers needs improvement.

na

Fine as it is.

After submitting a proposed budget or annual performance report it would be nice to get feedback from the OPE staff about the contents of the budget or report. I never get any feedback. I feel like I am submitting things to a black hole.

Have more staff to respond to grantees

They need to acknowledge receipt of input we give when deciding about grant objectives since they do ask our opinion. Also, the response time to questions we ask program officers should not be more than two days. In most cases I do not get a response. That grant document is a mess.

Information on new grant opportunities emailed.

It would be helpful to know what specific services can really help TRIO programs; what is the real connection of OPE to the TRIO Programs;, and who are the key individuals in OPE.

When searching the website, many times, irrelevant information is provided.

Response time to questions could be improved. I realize they are short staffed and maybe a solution is to increase to number of program officers to lighten the load of current staff members.

OPE has helped to keep us abreast of the current information need to maintain the expectations and objectives of our grant through updates of workshops, teleconferences, etc.

I have no suggestions at this time.

A few more newsletters doing the year ... to keep everyone informed with current events.

Answer the phone, respond to e-mails or return messages

Increase lead time to prepare reports, applications, etc.

uncertain

Make the website more user friendly and keep it up to date

I feel our Program Specialist does the best she can with her workload.

Improve upon the directions and ease regarding the specific formatting of the electronic submission of the grant renewal process.

Currently, providing superb quality service

More webinars

Improving processes.

I am pleased!

Continue to communicate via email and written correspondence to project directors regarding issues that impact their programs, as well as continue to provide support to and participation in TRIO conferences and forums.

more ease of finding information, share good examples to help model good forms/ policies

Provide more timely information regarding the upcoming EOC competition and grant writing workshops; requests for information from grantee fiscal offices; updates to OPE website

Open line of communication with program manager

I have found it hard to find information in the OMB Circulars and EDGAR. When it comes up on the screen it is hard to read due to formatting, ie: small print, no spacing between paragraphs, justification, etc..

Continue the same service!

The FSA ID system is disastrous and makes appointments with students last double the time. My program officer does not send emails with information she needs in a timely manner. They often say I will have a week to get this info but I only have 3 days. They are often addressed to the wrong person and program.

Please just continue to provide timely responses to questions.

No recommendations at this time

Posting more current information (news) on its site

None at this time.

updates and communication

CUSTOM QUESTIONS

Q9a. Over the last year of your current grant, have you received consistent information from the EOC program office? (Other specify)

EOC program rarely responds to requests for assistance or to answer questions

[NAME] has been very resourceful and informative. He answers questions and provides guidance in a timely manner.

it has been sporadic

Several announcements about Presidential initiatives have been sent.

They never respond to my inquiries and/or do not answer the question I ask.

Wanted a clarification of how we interpreted a reporting selection ---seemed to be some confusion-

I believe we should have already received information about the upcoming grant and when we can expect to be able to work on it and deadlines for submittal.

notification that relates to program

Adequate updates as needed.

I haven't received any information from the EOC program office except to file the annual performance report, and a request for an activity update.

I did not receive any information.

The legislation, grant proposal and regulations are used to execute program and request for annual fiscal and program reports are issued by program office.

When they bothered to respond

There's not a lot of information.

From our PS for sure. Very knowledgeable or she researches to ensure she is providing accurate information.

The program officer is always sending relevant emails on events concerning EOC's, other TRiO related venues, and timely responses to questions.

Have received information pertaining to other grant program opportunities. Contacted about EOC program matters, as needed.

Latest training webinars; however still waiting on the GAN

Questions about numbers and budget

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

CORE QUESTIONS

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

Chicago Public Schools, MCAN

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

Ensuring that online resources are up to date and accurate. For example, this year's APR template does not match the online APR system. Various charts were organized differently making the submission of data more tedious than necessary.

Provide all of the webinars that were presented online and within a reasonable amount of time after the live-broadcast, better way of finding grant regulations, they are on each site, but you have to wade through several areas just to get to the particular regulations, better response time

do more online training and have all materials for live presentations available well in advance of presentation. All of the live PP session could be done virtually - also monthly q&a sessions would be great too

Please allow us to verify parent surveys regarding our program by allowing electronic signatures. / We must survey parents for our program every two years but are not allowed to develop or use technology to survey parents and use electronic signatures as evidence of parental completion. This is harmful because everywhere else permits electronic signatures including financial institutions. Allowing parents to submit surveys online and use electronic signatures would reduce paperwork burdens on our programs and allow us to increase parental completion rates of surveys which has notoriously been weak.

offer a webinar more frequently to Directors to answer questions and provide guidance

Less reading webinar slides to participants more in- depth explanation of content and answers to specific questions.

It would be more efficient to have webinar content delivered by DOE staff multiple times during the year, than to be required to send six staff members to a conference involving expensive airfare, hotel, and meals.

Since our time zone is very different from the Western time zone, it is better to avail the video conferences in alignment to our time zones. Sometimes we have to be in the office after midnight to participate.

Offer more than one session with the high number of potential participants, one session is not enough. secondly, post links to recorded sessions within 24 hours so that those who cannot participate on the day of the session can quickly access the session information BEFORE it falls off their radar.

More regular webinars on regular topics. Presentations at NCCEP tend to be repetition, but the Q&A tend to delve into the more relevant questions, yet those responses are never recorded or made otherwise accessible.

Provide adequate timing for webinar, at least 3 weeks prior so we can adequately schedule the webinar. In addition, providing a follow-up email with the link to the webinar.

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

By being more timely in the dissemination of information and tools.

Allow more time for program officers to meet with grantees to answer specific questions that may only pertain to that grantee. Have program officers set up a dedicated time to answer phone or email questions so grantees know when to contact the program officer for help/information.

more webinars throughout the year - specific to GEAR UP or by GEAR UP grantees to share best practices

GANs should be issued further in advance than 30 days. It is very difficult to write contracts with such short notice. It impacts personnel, purchasing, etc...

It would be beneficial for OPE staff/program officers to be able to conduct site visits to gain insights on how the program is structured.

Better coordination with various changes in state education, more generous time periods for gathering and reporting information

better response time from the program officers, I am still waiting on a response from a program officer, even after three emails and two voice messages. It has been close to two months since the initial request.

No opinion

not sure

OPE is doing well.

have more sample forms and processes - seems like we are always developing things ourselves when others may have already done it - online samples of forms and reports would be great. also much more training online and in person for new and continuing grants

Increase funding and the breadth of projects that are funded.

Our program officers seem to avoid actually reaching out and assisting us with our grant implementation. I would like them to be proactive. Also, many program officers know less about the regulations that govern us, than we do. Plus, how they interpret the rules and regs changes, or is answered differently by different officers, and when give

to different people. It's inconsistent. They are also very slow to respond to obvious needs of the grantees, like improved, meaningful APRs.

Get continuing award notices processed and issued in a timely manner, so grantees do not experience a break in services and budgetary uncertainties

Required due dates should be at more convenient times -e.g., having an application due on a holiday weekend, reporting periods not aligning to grant award period.

Provide more guidance on uniformity for reporting purposes.

n/a

Program Officers should know rules and regulations and be able to guide grantees with confidence and clarity.

be more responsive in responding to questions regarding new regulations

Quicker response from program officers. More clearly answering specific questions and not just directed someone to a regulation with instructions to figure it out themselves.

Our program manager can be abrasive and harsh. She does not have very good customer service skills. The few times I have had questions or our office has had to communicate with her, she has been borderline rude and harsh in her interactions. It has made me less willing to reach out if I have a question or concern.

Training and Development of Regulations, and consistency of interpretation by OPE staff

Service provided is great.

More timely responses from program officers

more webinars on rules and regulations

Making guidance documents i.e. Federal Register, OMB Circulars somehow searchable would be helpful as it would reduce the time required to find the appropriate language, guidance for a specific situation or circumstance.

The program officers are very knowledgeable, and try to answer all questions in a timely manner. There is no way that any program officer can manage to do everything with the number of grant projects that each one manages. We have been blessed with extremely caring staff, but they are limited by time.

I am pleased with the support I have received.

My primary concern is the relationship with NCCEP where we are required to spend thousands of dollars of our grant money directly to them. They are making a lot of money from GEARUP--I suspect we fund their entire organization. Costs keep going up and we are required to send at least 6 people twice a year or receive sanctions. Sometimes there is nothing new and money would be better spent on services to students.

Federal Project Officer lacks good communication and interpersonal skills. We have verbally received incorrect information. On two occasions, FPO yelled on the phone and became very emotional and unprofessional.

The only recommendation I would make is for the different offices to share a "links to more information from our office" newsletter. An example would be for FAFSA to have links in its' homepage containing links to other programs such as GEAR UP that need to be aware of the products they have that are EXCELLENT resources for them to use. FSA has an INCREDIBLE amount of resources that should be shared with GEAR UP as their students and their parents need to be aware of the information on financial aid. Partnerships with organizations such as NASFAA (National Association of Student Financial Aid Administrators) would be recommended as they too have

resources that are already in place. These type of sharing would minimize duplication of effort and make the whole initiative of providing access to students the most effective and efficient use of taxpayer dollars.

I am happy with the service provided and cannot think of any ways to improve its quality of service at this time.

Send out more communication.

No comments.

Frequent communication regarding any changes that are pertinent to our GEAR UP program.

Trained program officers more responsive, more curious about improving program effectiveness, and better informed to provide specific support.

More support during application process. More online resources for year 1 grantees. More easy to use and read overview of regulations.

OPE's services have been exceptional. Please continue to be responsive to Grant Directors questions.

My program officer is the Director of GEAR UP, Talent Search and College Access Challenge Grant. He is knowledgeable, responsive and always gives good guidance and accurate information. I am very pleased with my program officer, thus the OPE as a whole.

I have had no trouble at all and am excited to be a part of GEAR UP.

They are doing fine.

More regular communication, more qualified and knowledgeable staff and proactive support on relevant topics apart from the standard powerpoints on how to submit reports.

It's difficult to reach someone when you have a question. The forms are not intuitive and block information from being entered that doesn't make sense.

They are doing a great job!

Possibly more feedback with actual progress of grant as it relates to reporting (APR).

I have not been in my position long enough to use the OPE services and cannot provide an answer that would be helpful. But from the VERY limited interactions I've had, I've been satisfied with the outcome.

I have no recommendations for improvement at this time.

None at the present moment.

There needs to be more consistency when it comes to allowable expenses. Depending on who your program officer is, you might get a different response to the same question about an allowable cost. Grantees need more support in understanding the regulations and ensuring grant compliance, especially the new Uniform Guidance. I am usually the one reaching out to my program officer. I rarely hear from him unless I have emailed him first. The mandatory conferences needs to include more information on grant compliance and grant management. Most rules and regulations are not clear. Also, when we get information communicated to us via the conferences, it is always in a condescending tone, like "You should already know this." However, nothing is ever written down or clearly articulated, so it should be no surprise that we are unsure.

Would like it to use technology more effectively. For instance, we know EDGAR is the Bible of grant management, but it does not have it's own website where we can type in a search to look for key things. Most times I find it as a scanned .pdf. I think behooves the Dept of Education to have all important documents on one website, digitized,

with an efficient search function so that it will be more effective and efficient in helping organizations/depts navigate through it together.

I am extremely pleased with the support of the Program Officer. She is extremely responsive to all of our requests.

CUSTOM QUESTIONS

Q9. Other means of technical assistance not mentioned here. (Please specify)

general updates

Phone Calls

APR

Recorded webinars

Site visits

FAQ

N/A

blogs, form sharing, report sharing, best practices presenting monthly online

Teleconferences

conference call

phone calls

Email check in

n/a

n/a

Directors meeting

1

newsletters

Professional Development

Blank

Conference calls

Email or phone

Assistance with Programming Questions

Regional support conferences

optional workshops or webinars that are topical based on questions directors have

Regulatory reference center

newsletters with updates

updates

NONE

newsletters

Group Meetings

n/a

Email updates

Program Emails

unified data management

Easy to use online tools regarding program regulations

Periodic calls, emails

Newsletter or other updates

blog

conference calls

none

none

uniform guidelines

email

???

updates

N/A

Email Updates/Correspondance

webinar

Policy and Regulations Update

Phone calls

An online forum so that questions can be documented and people can refer to them so new people don't have to ask the same questions at the conference over and over again.

NA

Q12. How can we improve the GEAR UP website (including links) to help you identify program resources and meet your technical assistance needs? (Open ended)

Make them more interactive.

I do not have any suggestions for improvement

n/a /

APR is difficult to answer when all of the questions are specific to cohort models (partnership grants). Would be helpful to have technical assistance (FAQ's for example) to determine which grant (state or partnership) answers which questions.

Over the course of seven years much changes in the way GEAR UP is structured. It is important for grantees to stay up to date with the current research and best practices by learning from each other. NSF and DOL make this very easy for grantees or the general public through transparency on their websites. I have provided an example of each below. / Add links to all funded projects like NSF does.

http://nsf.gov/awardsearch/showAward?AWD_ID=1265405&HistoricalAwards=false / Provide copies of the proposal like DOL-ETA does: <http://webapps.dol.gov/DOLGrantData/GrantInformation.aspx?appid=20377> /

n/a

Make sure everything is up to date.

N/A

not sure

share more information on grants and what they are doing. have a calendar of what is required when or suggested times for required activities

Keep it more up to date. Provide more detail. Provide more resources related to implementing the grant, like best practices.

n/a

It has worked fine for me.

It seems very outdated and only useful for anyone inquiring about how to get a GEAR UP grant or for current grantees use during the APR period to find links related to that. Links that provide resources for grantees about best practices, current research around college readiness, etc. would be wonderful.

Everything works great.

Online chat link for questions if we can't find what we're looking for, add a link to an A-Z list of resources

Both GEAR UP and NCCEP provide relevant and useful websites

No problems at all. Satisfied

There are problems with the reporting website. On the page listing GU staff, there is no way to save information as you proceed. I have spent 5-6 hours redoing work on each APR. Helpdesk agreed it is a problem but said they could not fix it.

I HIGHLY recommend adding links to FSA and NASFAA. If it were possible, I would try to negotiate an agreement with NASFAA to allow GEAR UP to become a member automatically, as we in GEAR UP are working with students

DIRECTLY and daily as opposed to the financial aid offices who only provide financial aid information on "Financial Aid Nights". NASFAA has a tremendous amount of resources in training, counselor resources, and a 'Today's News' that is EXTREMELY helpful. Having been a former Director of Financial Aid, I was surprised to see that GEAR UP is not a member of NASFAA as that would be a tremendous benefit to BOTH programs. GEAR UP would be preparing the students and their parents to become knowledgeable WAY before their senior year. This would make sense as GEAR UP is GAINING 'EARLY AWARENESS'. Postsecondary does not have access to students early because high school counselors do not start having Financial Aid Nights until the students are seniors and this is really very late in the stage. As a former financial aid director, I have used my experience and knowledge in financial aid to the benefit of my GEAR UP program. I am a member of NASFAA (retiree) as well so I have access to all the links and provide that information to my schools as much of the information such as the "Counselor and Mentor Handbook" never make it to the high school counselors in time if at all. I also am providing financial aid workshops to my GEAR UP schools to be able to provide 'hot off the press' information that is crucial and that will help our cohort and their parents' knowledge on best practices that will provide the funds for them to go to college.

Be more prompt.

The helpdesk quickly responds especially during APR time.

Reduce clutter. Include only GEAR UP information on specific website.

Include samples of completed APR and reports. Include lists of tips shared at conferences- shouldn't have to wait 6 months to attend a conference that tells you critical info about the grant, especially if these are common issues.

FAQs that provide answers to everyday questions about allowable expenditures such as lists of permissible purchases.

The GEAR UP website is very informative.

I wish the GEAR UP website did include some frequently asked questions section, i.e. are t-shirt purchases permitted and if so, under what circumstance(s)? Also, standard descriptions of the required services would be a great thing to have on the website. The GEAR UP community are great sources for information, but it would be nice to have a section with best practices re: forms, etc., initial list of things to request from your school districts for program and research purposes.

It is fine.

Extremely static, links are often dated. Updated information and Q&A section, as well as a possible "Ask your program officer" live link, could be helpful as well as overall information on the different programs, helpful resources and best practices. Grants management is an area that is in significant need of support, as many grantees have very little in the idea of what is required for management of the grant and find very little support other than being referred back to the regulations, of which they quite often have very little understanding.

It's difficult to get answers to questions about the APR and to get technical assistance when needed.

If there is a place where previous webinars are loaded, I cannot find it. If there isn't, it would be nice to have this.

I have no recommendations at this time.

the website is easy to navigate

User-friendly headers rather than embedded links in the texts.

New Director's orientation; some time just for priority models to meet and discuss challenges/opportunities unique to that model

Immediate links to EDGAR, GRPA measures, OMB circulars pertinent to GU, all documents digitized so that we can navigate our searches for grant management more efficiently and effectively.

As a first year grant award, the GEAR UP website has been more than adequate in meeting my needs.

Q13. Over the last year of your current grant, have you received consistent information from the GEAR UP program office? (Other specify)

I have received very little information, unless I ask a question.

Regarding FPR and funding - they have been wonderful!

We have a new Program Officer, [NAME], and she is excellent. Very responsive and very considerate of our specific questions.

I had two different program officers tell me two different things regarding a topic or question

i have not received information that is inconsistent.

My grant did not receive funding

Information related to expenditures and who we can serve keeps changing, and it's caused us some concerning problems with our staff and schools.

no concerns

We had a lot of questions about the APR - attended the post conference session, had a phone call with program office, and then still had follow up phone calls after submission and the final answer ended up being that the numbers in budget tables do not make sense.

My program officer follows up with requests made and ensures I receive relevant updates.

The information is consistent. The issue I've had is lack of timely responses, especially with turnover of program officers

My Program Officer has always provided timely guidance when requested.

I have received guidance and updates regarding the Annual Performance Report

My only issue was the capacity building workshop where we have a no cost extension and NO staff for the spring semester (spending funds only to support students) and I was chastised for not sending 6 people to the workshop. I explained the situation and never heard back, so we just didn't go, but it was worrisome.

Inconsistent information regarding biennial report.

I prefer to ask other state directors to get a general idea for what I need since often times program officers from state to state will have different responses to questions. I have had 4 program officers over the past 5 years so it is difficult to get one who is upto speed on the programs.

Information regarding the upcoming conferences or webinars are offered and allows for other staff to get important information.

Yes, our program officer faithfully represents the information we also get from [NAME]'s office.

Whenever I had questions, I received high quality and prompt responses.

I have emailed my program officer several times and he has been expeditious at replying and following up.

Any questions I had were promptly answered. Also, we received emails and tweets.

I have been told one thing by my PO and another by the Director. I have also heard mixed information at conferences, depending upon the speaker.

I have had difficulty getting timely responses from my program officers. My phone calls and emails were not returned for months and it was obvious that this person didn't know the program regulations. I have a new program officer now so I hope this will be a better experience.

My program officer has been in regular communication with me, sharing information about the CBW and Annual Conference as well as forwarding information from the Department of Ed.

In the past few years, program officer changes have occurred. It takes awhile for new people to learn processes. It is very frustrating to hear one thing from your program officer and another while at a conference. Consistency and knowledge is lacking.

Most communication is Student Services newsletters. Some emails are responded to promptly, but others are not.

Sometimes the post-conference US DOE sessions have contradictory statements by some presenters that are further clarified and corrected by the Director, [NAME].

Strengthening Institutions Programs

CORE QUESTIONS

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

Enlisting another office to offer the most comprehensive answer to issues and questions and to provide a broad range of solutions or options.

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

The session a couple of months ago on new grant management rules was awful. We were able to see the presenters, but the slides were not always visible. There was no way to get help. It was a waste of time. I do not know what the technology was, but it didn't work. /

I don't believe we have had any webinars or listservs, but that would be helpful!

simplify

Improve reporting site. Very limiting in format and hard to include some non text materials.

I have attended grant management webinars or referenced powerpoints which are useful. Absent annual in-person meetings there might be some way to engage grant recipients in some way using available technology.

Improving the navigation to the website in more layperson terms.

Updates are sent by mass emails which tend to be irrelevant. Be more selective in who receives communication and when appropriate offer a web conference if the information is critical or complex.

Email: read and reply when questions are asked.

When I logged on for a Webinar, it didn't even work. I sent in an email for technical assistance and was told the slides were available. I'm not sure about how it was supposed to work, but Webinars work best when you can be interactive.

Email response; conference call response.

More webinars for new grantees

We have found the grant webinars less than effective. Typically staff work right from the rfp so they end up presenting material with which we're already familiar. A discussion of the kinds of projects that best fit rfp guidelines would be more beneficial. Rfp's can be ambiguous, and key words and phrases misinterpreted.

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

I have had an excellent experience and have no complaints!

Answer phone calls and emails promptly. Post FAQs to provide guidance -- with examples -- of allowable and unallowable expenses. Have training for project directors every year. Distribute information about required reporting in a timely fashion.

Program officers does not respond to e-mails and/or phone calls in a timely fashion. When we have budget items or travel authorization at stake, it is frustrating. They should be able to return our messages within 2-3 business days.

Our program officer seems extremely competent, but I get the feeling she is overwhelmed with the number of grantees she has and struggles to respond to emails in a timely manner. This is likely a function of "doing more with less," but I wish she could get more help, because she seems really good at what she does!

I am satisfied.

The submission process for the original application did not work. We had to submit our application multiple times and finally had to get authorization to submit later than the stipulated deadline because the system was malfunctioning. So, fix that. Also, the annual report instructions are inadequate. Ask someone who is not already familiar with what the report is supposed to look like to read the directions and tell you what they think they are supposed to do. Compare that to what it is you actually want people to do. Then, revise the instructions so that what you ask for aligns with what it is you want.

Program officers should be more responsive to general request for information and interpretation of regulations.

Quicker responses to emails.

Perhaps, improve the level of responsiveness from Program Officers.

Examples of how to present information in the application using tables instead of narrative I had to seek guidance from others who had prepared applications to understand how to use tables effectively to ensure that information was complete. For a first time Title III applicant, I needed this advice.

Streamlining of information and content on the website; reduce redundancy in written instructions.

I've always gotten immediate responses when I asked for help. If OPE can continue doing that, they should be fine.

Email responses are still very slow and as program director I am never certain how long to wait before following up ... in other words how quickly should I have acknowledgement my email has been received and when I can expect an answer to my question/request. Also including appropriate phone numbers in email correspondence would be helpful.

Response for OPE program contacts seems slow; although I understand they management multiple clients and programs

Satisfied

Although our interactions are infrequent (less than 4 times a year), when I have questions, OPE has responded appropriately. I am satisfied. / / This Title III grant had several program officers since July 2014 (3), their responses have been consistent. / / Staffing stability might be nice.

I can't think of any improvements needed. I wish all grant programs operated like this.

The technology interaction is very good - there is a gap with human interaction though. Sometimes you need a human to fill the information gap and that seems to be a resource that is very constrained.

I believe that the most important item to me is quick response when I request changes to the grant. This service has been good so far. I appreciate this and hope it continues.

The availability of more live interaction, and less reliance on email communication, would be appreciated.

We've had at least three different DOE contacts assigned to our grant over the past year and a half, and have had trouble receiving responses to emails/questions over the past few months.

In the third year of our grant I feel confident that I can reach out to our Project Officer with questions if any arise; also, the website is easy to navigate and does provide valuable information.

more contact from program manager especially involving the new standard of monthly reports

Clearer guidelines for reporting.

Frequent and timely communication

More updates sent out, website is confusing. Documents are extremely hard to read - full of "legalese"

Did not really understand some of the questions on this survey.

I would love to see any kind of conference training opportunities for directors. There is supposed to be an annual Directors conference for Title III in DC and I have been doing the job for 2 years and have yet to see one posted or available for me to attend. As a program director new to the Title III world, having no training has made it more challenging for sure. I would like to see much better training opportunities made available to support Directors.

I find that there has been a frequent turnover of staff that has made my work more difficult. In addition, the reporting criteria change yearly, with no training or notification of how to handle the changes in reporting requirements. It has been frustrating. I would like to see consistent staffing and a more effective reporting system.

Continue to and expand support to colleges to improve student learning and success through both innovation and compel colleges (who are further behind) to understand and implement best practices.

It would have been helpful to rate OPE products separately from OPE services. When combined in the same question, I think there may be mis-information regarding areas for improvement. I think OPE has made wonderful improvements in their online products, access to complete annual reports, etc. My concerns or areas of dissatisfaction relate to OPE service. It's difficult to connect or get responses from OPE grant contacts (grant assigned personnel). The first SIP OPE contact for our grant never responded over a period of 3 years, even though there were multiple emails, phone messages, etc. Our next SIP contact these past two years had been more responsive, but still difficult to access. I recently forwarded an email to someone listed on the automated out-of-office email and then got a response the next day. But that response was a cc to my SIP contact - stating that I would be contacted. It's been 2 weeks - still no contact. When there is OPE information to "push out" to grantees or colleges, this information comes in a timely manner from our OPE SIP contact. When requests are submitted via email or phone, it's very hard to get a response. When following up with a phone call- their voice mailbox is full. So there's no way to leave a message. I attended a Project Director's meeting in DC - 1st one over a

year ago. I think there needs to be more of an attempt to have regional meetings. These could be remotely provided conferences or meetings with our OPE grant contact, scheduled twice a year (Fall - preparation for APR reporting and questions, Spring - updates, questions, plans for subsequent year or close out). Thanks for the opportunity to share input.

Be more responsive to requests. Over the years of this grant we have reported to 4 different program officers -- 2 were very responsive to emails and questions, one was less responsive, and the current one has not responded to emails. A year ago I would have been very pleased with our work with OPE but not since the appointment of the most recent officer. Good training of the officers is key to effective use of the grant. Our program has been successful in part because we had very helpful and knowledgeable officers for the early years of the grant period who helped us navigate the process. OPE can improve services by making sure the staff are carefully selected and trained, both in "customer service" and in knowledge about grant requirements and regulations.

Increase contact between grantees and program officers.

I'm not sure at this time.

Response time to questions needs to be reduced. Decisions that need to be made are generally very time sensitive and there has been some lag time in responses that have caused me anxiety and delayed decisions.

Would like a technical conference for Title III.

Satisfied. Thank you.

Archived training videos and training resources. / Grant implementation training.

Reply to email!

My contact person [NAME] is a wonderful resource and goes above and beyond in helping me achieve program goals and objectives.

More streamlined reporting mechanisms allowing for customization by project.

Annual and regional meetings or professional development opportunities. Offer regularly scheduled (quarterly or bi-annual) teleconference with Program Officer and Director of Grant.

As a grantee institution, we have found our program specialist responsive to our questions and communications.

First year of using the forms was very difficult since I didn't know that I could go into the report and not fear it was uploaded without my express consent. In other words I could explore the end of the year report without sending any live information. I think that all new awardees should have a webinar with a panel on how to write an end of the year report using the portal. Best practice.

Assistance understanding budget categories and constraints when preparing the budget for the grant proposal.

more personal customer service

I have a highly responsive grant officer, [NAME]. I have no complaints.

Provide a better survey. My interactions with OPE Department of Education have been minimal or only during annual reporting periods. Much more help is needed for new grantees. Too many acronyms and slow response time (in my experience.). The last project manager we have had has been excellent [NAME], as well [NAME] has been exceptional in helping us when we had questions. Our first 2-3 program officers were overwhelmed in their work and were not as helpful.

I have been happy with my interactions with our Program Officers and OPE staff in general.

I honestly don't know.

Continue the excellent and timely communication with our program officer.

remove layers and make things simple to improve the success of our students. Overall, there seems to be a lot of "checking boxes" just to say we did something - we need you to become more innovative in funding and service..start thinking outside the box.

I wish they could offer an annual training for Title III grant directors. I have been pleased with all services to this point. I feel that my program officer is well informed and always willing to respond to my questions in a timely manner.

The reporting site has some problems with being able to change information or make corrections.

Turn over in staff somewhat disconcerting but understandable.

This won't be much help and there's probably nothing you can do about it, but 40 and 50 page rfp's are unnecessary. Surely they can be more concise. It's too easy to get lost and misinterpret what the department is looking for. That said, our college has benefitted enormously from the Title III Strengthening Institutions Program and we deeply appreciate the opportunity to compete for funding. Title III funds have unquestionably assisted us in strengthening and transforming our college. Thanks in large part to the use of Title III resources, we have been recognized by the Aspen Institute as among the top 10% of public two year colleges in each of its three biannual competitions since 2011.

Just keep what you are doing.

Offer grant-specific webinar training.

Computer speed in processing information; this may be on the receiver's end and not OPE

Consistent with my numerical ratings, my verbal response is that OPE has met the needs of my institution's Project and those of the staff who administer it; therefore, I am quite satisfied with the level of service provided and am unable to offer recommendations for improvements.

I would appreciate greater responsiveness to my requests. I have submitted 5 requests over the last nine months and I have not received a timely response or any response to my requests.

There seems to be significant turnover. In the two years of our working with the OPE, we have had 3 different grant administrators. Also, the one time we asked questions, I felt that the answers were vague and not really fully answering my questions. A bit ambiguous.

More user friendly annual reporting system. Easy accessible guidelines for requesting budget modifications and revisions to an already funded SIP grant.

better response to emails, etc.

One thing I believe would be useful is to have regularly scheduled annual conferences in DC for Title III/V Project Directors. These conferences (I went to the two that were offered during our 5-year grant period) were of great benefit, allowing me to meet face-to-face and interact with my Dept. Of Ed. Project Officer and other Project Directors from other institutions.

Our contact is, from what I have heard of other contacts, exceptional. I have been happy with the level of interaction, the thoroughness, and the timeliness of response. If these behaviors were encouraged across the board, I cannot see how anyone could be dissatisfied.

Promptness when questions were submitted to the Program officer would be appreciated.

A little more clarity on certain regulations (travel, prevailing wages). Otherwise, very satisfied.

Improve ease of search and navigation on website.

CUSTOM QUESTIONS

Q10. Briefly describe the reason(s) for your rating of this Program Office. (Open end)

I have had a good experience overall with no problems to report.

Insufficient training and support for new project managers. Documents sent to project managers with wrong due dates. Never hear from anyone at ED. You would think someone would call once in a while and ask "How are things going? Is there anything you need to change? Let's talk about it." After all, they are giving out a pot of money. You would think they'd be at least a little bit interested.

Has not responded to an e-mail regarding a budget reallocation. It is frustrating.

Again, the program officer seems really good, but I have occasionally had to resend emails three or four weeks later because I still had not received a response.

My program officers have been very responsive and helpful. I have had no problems.

Did not get the Interim report information until a short time before it was due. Did not receive the initial information at all until it was brought up 4 months later. /

I mentioned in the last section that the annual performance report has unclear directions.

Program Officer turnover. Lack of timely responses to email.

I really did need or request any assistance in submitting our interim report.

My program officer is very welcoming and generally responsive. As a first time grantee, I was unsure of many procedures and timelines...so I tended to request information earlier than perhaps it was available or necessary. So sometimes I had to wait.

I've always gotten immediate responses to my questions.

Program officer we have has been great. She responds quickly and tends to be very supportive. The APR process for our grant was not aligned with our program goals. We had to "create" our own way to provide relevant information. The structure did not allow us to report the data in the clearest manner.

Unfortunately I have had many program program officers in this grant. The changing program officers have made it very difficult to form a good working relationship. For example I have had 2 different program officers in the past 12 months so my answers are based on my experiences with each one.

We are in the first year award period, so annual reports and final performance reports are not yet due.

New Program officer is exceptional. Former officer did not respond to email or phone calls.

As stated previously, interactions, although infrequent, with the Program Office have been timely and responses complete. We appreciate their efforts.

[NAME] has been awesome to work with. He is responsive, timely and very helpful and a real pleasure to work with.

Timeliness and accessibility

My program officer has been professional and normally responds to correspondence quickly. Particularly when change requests are made, it is important for a prompt response. This has normally been the case in my experience.

I have had a good working relationship with my first two program officers. I have had little interaction with the third, most recent one, but I have had no problems with communications. The quality among them all has been uniformly high quality.

Nice person, but we have trouble receiving answers to questions or feedback from submissions. We assume that everything is going well, but don't have regular feedback to know.

The materials provided for completing our reports are clear and allow for responses to elaborate on grant activities in our own words; the Program Office is available and I am comfortable that I will receive timely responses. Overall I am satisfied.

there was a new requirement of monthly reporting instituted but no follow up on that.

Program officer was consistently responsive and helpful.

I have attempted to contact my PO with questions and issues and never received any responses.

Pretty good. Answers questions when I need help. Not a whole lot of contact otherwise.

My r Program Office has been fantastic. We have only had one very slight hiccup on a budget modification request, but once I knew a better process for submitting this, it has been seamless. He is quick with his responses and has always provided me with support. His timely communications/responses allows me to keep moving forward without long delays. It has been great!

In the four years I have been the PI for the grant, I have had four program officers. It is difficult to get consistent service and assistance with that level of turnover, particularly because none of them had time to get up to speed on my particular grant.

The first two years of the grant communication was rough, but now our questions are answered timely and sufficiently. I think what helped was being able to meet with the Program Officer at the national Title III meeting in 2013.

Initially we were asked to provide monthly reports with no explanation as to why. We submitted this report, but have not received any further requests. We did not expect to do this and it has taken some time and expense. This seems arbitrary

sometimes takes more than a few days to answer questions. Very helpful in providing a format for the monthly report. Have yet to do an annual report.

The current program officer gave directions that contradicted the grant regulations as well as the guidance of prior officers. The quality of the program office is reflected by the quality of the program officer.

Would like more consistent communication with program officers. I rely mostly on my internal grants office to resolve many issues/concerns because I get a more rapid response.

Although I have had several program officers over the life of the grant, everyone has been knowledgeable and helpful when I had questions concerning expenditures or reporting.

Overall, my experience has been good; however, there have been a couple of times when the responses to my questions were not timely.

Have not received any response to requests for information from the program office. It's crazy.

This is in the first year this time - but within the first 3 months there were three program officer changes.

I am not exactly sure what the level of service is expected to be from the Program Office. If there were a description of what we could expect from the Program Office, that would be helpful.

Not much guidance on the preparation of performance reports.

At times what was requested in the reports was not reflected in our grant proposal. So we had to double check about skipping some questions.

Email response is the only reason I downgrade your service. One year it took me three months to get a response to my carry over request.

The services were fine, but not exceptional.

[NAME] is by far the most competent, caring and technically adept person I have met in 30 plus years of dealing with a variety of government officials in the IRS and SEC.

Would like to communicate via regularly scheduled teleconference meetings (Quarterly or bi-annually)

The program specialist has been responsive to email questions. However, when our vice president visited her during Legislative Week, she was not in and this was in spite of his taking the trouble to make a specific appointment to see him. Hence the ambivalence in the responses in the survey.

Anytime I contacted my program officer he was helpful and easy to work with. Since there was only one conference during my grant cycle there was little training. I think a couple webinar would be helpful on filing forms, reasons to contact your program office, etc. Our outside consultant has been helpful with answering several of the questions we had so that addition to the Title III grant expectations was a success for our institute.

The program officer was helpful and timely with her responses to my phone and email questions.

the PO has been helpful. I have had few issues

All has gone well, no complaints.

Our most recent program officer [NAME] has been wonderful. So has [NAME]. We had 3 other program officers before her and him and they were overwhelmed and thus not as helpful.

All my interactions with this Program Office have been professional and excellent.

Dude is very thorough.

Our program officer has been very responsive.

She is kind and responsive.

The program office was extremely helpful to me in my first year completing the interim report and my annual report. I always felt that I could ask questions and receive responses quickly to assist me in completing the task at hand.

I did receive responses to questions and concerns despite having 3 different program officers in one year.

I don't often interact with the office. We are addressing our objectives consistent with our proposal, spending funds appropriately, and seeing positive results. I only contact the office when we have a problem, and we have few if any. Questions related to appropriate expenditure of funds may arise occasionally, but we always seek prior approval before we make a move.

Very helpful, courteous, and accessible.

Quick response in needing to do a budget revision.

The Program Officer is available and accessible to lend competent support when needed, maintains appropriate contact via email communication, but is not intrusive.

I have submitted multiple requests and have received no response. My Program Specialist set-up a conference call with me and then didn't call. When I called her office to inquire about the missed conference call I was told to email the information and informed that she couldn't talk to me because she had a meeting to attend.

Ambiguity in the process and it seems the process is being developed as we go along.

I rarely received guidance when I requested it. I often had to seek answers to my questions elsewhere.

I have received excellent and timely service and responses from my Project Officer. While we have not needed to communicate very frequently during our grant period, those communications were useful, detailed, accurate, and coherent.

I have had nothing but positive interactions and helpful responses.

We requested an answer to change degree requirements for a position listed in the grant. It took two months to get an email response from our Program Officer.

Overall very good.

In general services and content are helpful and accurate. Size of organization--specifically the number of grantees assigned to individual program officers does not seem reasonable and impacts effectiveness, and sometimes clarity and timeliness of decisions required of project directors.

We built in 3rd party support for annual reports and have not received any performance report feedback because our grant is in the early stages.

Q11. What recommendations would you like to offer to Program staff to assist you in administering your grant effectively? (Open end)

I have no recommendations. My overall experience has been great!

Already answered this question in other responses

Please return e-mails within 2-3 business days.

More timely responses would be helpful, because otherwise she is terrific.

I am satisfied.

I guess it would be that the department not overload the program staff so much that they cannot do their job effectively. Communication is key to their role. They are our main resource. we need answers in a week or so of sending requests, and if they are always out of the office, they cannot respond. Hence, we do not know if we are taking correct actions on our programs.

Better instructions on the annual report form.

None.

Nothing at this time.

I would recommend an FAQ for types of things that can be purchased on the SIP program to help navigate what is permissible from a cost perspective.

Only thing I can think of is a simple timeline of when progress reports were due that is included as part of the award. I think the Officer communicated this verbally but a checklist of what's due when and where to obtain it would have allayed my first year anxiety

Simplify evaluation and reporting if possible.

Continue being responsive.

Allow flexibility to report information based on the institutions grant. One size does not fit all.

I think it would be very helpful to have a primary and secondary program officer. Correspondence could be sent to both so if one is on vacation or out of the office for any other reason a response would still come in a timely manner and permit the work to continue.

The turn around time on e-mail questions typically is seven (7) days.

Recent improvement has been greatly appreciated!

Nothing. We are very fortunate to be assigned to [NAME].

I think they need more personnel - the folks appear to be stretched thin.

Continue to respond to correspondence quickly. Particularly when changes are requested this is important. Our experience so far has been good and I hope it continues.

More personal interactions, less dependence on electronic communications.

Checking in/offering support

Avoid changing Program Officers yearly.

None that come immediately to mind.

better communication

The Title III/Trio conference was very helpful. Would be helpful to offer that every other year. / Would like to have a simplified handbook/website of frequently asked questions, common trouble areas, etc. / Instructions for completing the budget report on the APR could be simplified. Specifically, instructions for "next year's annual budget" or "starting budget" are unclear. A sample APR Budget Report would be helpful. A review of APRs that colleges have posted online show 3-4 different ways of filling out this report.

To answer emails, phone calls in a timely manner.

None

At this time I don't really have any. I would like to have more training opportunities related solely to III Title grant management. However, I don't think my office has control over this area.

A Program Officer who is familiar with the grant and able to maintain regular contact on the progress toward goals. More assistance with the Annual Report which is confusing and has not had the same format two years in a row.

Having the national Title III/IV meetings annually. I learned so much about the expectations, political climate and objective, as well as what other colleges were doing to strengthen their institution.

more examples of formatting for reports

Provide orientations and follow-up training to new grant directors.

I don't have any recommendations at this time.

Repond to emails promptly or call as soon as possible to answer questions. Even a verification email indicating that the email was received, as well as a timeframe for a response would alleviate my anxiety about grant activities, budgets, etc.

Answer emails. Please. For God's sake.

would like a workshop or conference geared toward new directors

If Program staff is understaffed, perhaps connect new grantees to experienced grantees (e.g. 1st year project director to a 4th or 5th year PD) to offer guidance on preparing performance reports....?

Are monthly reports necessary?

1. Answer email / 2. Have another project directors conference.

I wish there was a listserv for SIP programs. A lot of the questions I may have had would have been better answered by other program directors as opposed to Program staff.

No just have more people like [NAME] working in government.

Regular communication.

System webinars (can even be canned programs)

I took over administering this grant and had many questions which may have seemed 'dumb' to the program director who I wished had been more empathetic.

reduce the need for monthly reports - quarterly reports would be more meaningful

None. I am happy with the process.

More information and outreach to new grantees.

I feel well supported by OPE staff and our Program Officer in particular. She has been great.

Maybe tweak email response consistency.

n/a

I have no recommendations but one request. I have had 3 program officers assigned within a two year period. I appreciate the email notifying about the change but would request a scheduled phone conference with the new officer just to touch base.

best practices access as well as meetings in Washington

I have none. Staff respond in a timely manner when contacted, which is much appreciated. Again, implementation at our college has progressed smoothly and hasn't warranted any significant problem solving on their part.

None

None

I have no recommendations to offer.

none

better customer service

I really have no specific recommendations to offer at this time.

Continue doing what you do. From interactions with other grant recipients, it appears your level of helpfulness and assistance is somewhat rare. Thank you!

Timeliness

A slightly more formal orientation for grant recipients.

Few grantees assigned to each program officer / Annual director meetings (I've only been to 1 in 3 years) / Regular training--even annual for new directors

Q12. What topics would you like to have discussed during meetings and conferences either in person or by phone? (Open end)

N /A

More information on allowable costs; what kinds of changes to original proposal are allowed as local conditions change; advice on how best to handle carryover funds;

none at this time.

We have not had any meetings or conferences.

Would like to have conferences via the web to avoid travel, expense and time. Save the taxpayers dollars and let us use the grant monies for other items. / I would like to see a calendar of what is expected and when as far as reports, etc. Anything that we are responsible for. For future planning.... / /

Practical interpretation of regulations.

Endowment Matching Grant portion, Project Director 101, Methods and models for institutionalizing your grant, and Budget 101 for grant administrators.

Federal regs most often misinterpreted

Topics have been good, however, some program officers interpret information differently. Two program officers presenting at the same time do not always agree on how to interpret EDGAR and it causes more confusion.

Budget changes, How, if and when to change a grant outcome

Some idea of when we should receive notification on continuation awards. Little hint is provided in that regard.

Budget adjustments.

I think that there just needs to be more support from ED for their own personnel

It would be nice to have regular webinars where changes to any grant-related processes are discussed.

We have not had the chance to attend a T-III conference yet. Would love to attend when they are offered.

Budget modifications, questions regarding the APR submission, project revisions, etc.

Neither--we have only communicated through email. We've asked budget allocation questions, and about a Title III conference.

The initial conference, which I attended when the grant was awarded, allowed for a meeting with our Program Officer and contact with other grant recipients. As someone new to my role and to the SIP grant, I found this connection useful.

outstanding budget allocation/carryover requests

Expanded Authority / Rules regarding equipment tracking / Sample time and effort reports / Conferences: grant initiatives that are showing early positive gains in persistence, graduation, etc. /

Explanation of guidelines and regulations post award.

Share "frequently asked questions" / tips on preparing annual performance reports

I want more trainings that will allow me to network and meet other Title III Directors and discuss challenges they are facing and how they are overcoming them. I have not had any issues at all that I have not felt my Program Officer could not support me with. I need the conferences so I can network with other Title III Directors

Navigating the Annual Report.

I benefited from the 2013 meeting - so maybe something similar.

how funding can be reallocated between budget lines

Info about new regulations. Tricky/grey areas and how to handle them.

I don't have any at this time.

Protocols for answering questions; suggestions from experienced grant program directors; best practices in gathering data etc. need for reports and compliance.

annual report for new directors

I am not aware that the Program Office conducts meetings or conferences. My only contact has been by email.

If we decide on new uses for the grant money, can we implement them?

Uniform Guidance and how it applies to SIP programs.

I am fine with the way things are.

APR reporting; grant extension;

So far, the project directors meetings have either been postponed or canceled, so that we cannot speak about what the conferences are even like. But one topic that would be helpful is what to do what proposed strategies to meet objectives are not working out.

Changes to program / Clarification of use of funds and its limitations / Foundation - matching grant questions

Budget preparation and budget reports on annual report.

N/A

Not sure.

How to find the key resources, ie OMB circulars etc.

Allowable costs.

n/a

Review of Annual Report Requirements / Understanding of program officer case load (to help better appreciate their work load) / Communication Protocols /

institutionalization issues

Can't think of any offhand, since we are experienced in administering Title III grants.

The process for revising the budget

Carry over of fund from year to year IF all funds are not spent in one year of the grant.

None come to mind as I have obtained answers to questions as they've arose.

Project administration, performance reporting and Legislation and Regulation explanation.

none

Post award guidelines and changes in post award requirements

report submission, budget, carryover funds,

The main topics we have discussed via phone and at conferences have dealt with flexibility I had as a Project Director to make some modifications to budget lines when circumstances were warranted. My Project Officer guided me on how much latitude I was allowed and how to document and justify any changes. Changes were only allowed if I could show that the goals/purpose of the grant were better met by any such modifications. As far as any other topics for discussion are concerned, I believe it would have been nice to have had a session during the conferences where the Project Officer who worked with my institution and others could have met as a group to hear from him any news/updates/FAQs, or any issues that he had seen as common to all of us that we as a group should discuss.

Wrapping up the grant. Post-grant activities.

Greater clarity on when we need to contact our liaison.

Allowable costs grey areas and strategies for sound decisions / Best practices for grant project start up / Assistance in analyzing objectives to assess whether revision may be warranted (especially if there are leadership changes within the same grant period) / Best practices for grant close out

If funding is available to expand certain projects on campus that would be in the original scope of the grant. For example, we have many areas on campus that need wiring upgrades. Our grant is huge blessing for helping with these needs, but more could be done if additional funding was available.

Q13. About what topic(s) or purpose(s) do you most often contact Program staff? (Open end)

How funds can be moved between budget lines and confirming the need of revisions.

allowable costs

travel authorizations and budget adjustments

Budget changes

To request revisions to the project budget.

Questions about budget and employee responsibilities.

Request for grant budget modifications. Interpretation of grant regulations. Rarely contact staff.

Required reports.

Prior Approvals.

Endowment matching and/or cost questions about whether federal funds can be used for certain reasons.

Use of funds, i.e., roll-over funds in particular.

See previous response. Due dates

Details regarding implementation and applications in real circumstances.

Budget adjustments or program extension information

Federal regs

Permission the change an area of the grant. Many changes occur in college procedures and therefor can affect the original grant initiatives as the grant may have been written 1 or 2 years before receiving the grant. The institutions may move forward with the goals even though the grants have not been awarded yet.

budget

Due dates for reports

Clarification on allowable or non-allowable activities.

Minor changes and revision of budget

Seeking authority to purchase equipment or budget reallocation.

Simple grant compliance questions.

Changes to grant budgets.

Budget reallocation

Budget modifications.

grant requirements and regulations

Approval for spending

Budget related inquiries mainly.

reporting

Approval for modifications to staff or activities to help meet grant goals based on changes at institution since original proposal.

Plans for use of carryover funds from one year to the next

Annual Reports

APR, changes in contact info and essential personnel.

budget and grant regulation concerns/questions/approvals

Making changes to the budget, questions about allowable expenditures.

Potential change in activities and budget to meet the grant objectives.

report writing

changes in spending

Changes or updates to activity objectives.

What is an allowable expenditure.

Budgeting questions.

When are annual reports due? What do you need from me? Are you there?

Budget amendments.

Monthly reports

Carry over

Rebudgeting

Technical questions.

Appropriate use of funding; change in grant director; APR; extension closure.

We are in the first year of the grant. We contacted the program specialist on two things: (i) Information about the required interim report when the deadline for submission was coming up and no communication was received. By the way, we never received any feedback on the report. (ii) need to change project director.

change in program events, initiatives or objective

budget

Budget changes

details related to deadlines, processes. Would be helpful to have 6-month warnings for upcoming events (mandatory meeting, etc) and deadlines.

how to handle a change within the grant

I haven't needed to very often, but probably budget questions.

Modification needs.

Grant modification, allowable activities/uses

questions about performance reports

I send in a monthly report detailing my month in review as well as an updated budget. I contact them about new initiatives even if it is within the scope of the grant.

Budgetary allowances.

Reallocating funds, if necessary, to ensure any reallocation is consistent with grant goals and objectives - but that doesn't happen very often.

Revisions

Reporting questions or updates

Budget

Budget modifications and clarification on a reporting requirement.

Programmatic issues.

guidelines about revisions in the planned budget and whether changes in the spending budget timelines need to be authorized.

budget modifications and revision requests.

budget - carry over funds, reports /

The main topic had to do with asking for advice and permission regarding making some modifications to budget lines when they seemed warranted. (Please see previous response). Also, I would sometime ask for clarification on whether an expenditure I was planning to make was allowed or not according to EDGAR and other guidelines.

Clarification of and/or seeking permission for changes to the proposal or use of funds.

Expenditures for travel and clarifications on regulations.

Allowable costs / Changes in service delivery or staffing (to confirm no change in scope is required)

Modification Requests.

Q14. What additional services would you like the Department of Education Program Office make available to you? (Open end)

None

Have set office hours so we can call--knowing when the Programs Officer is available would help, especially if we do not hear from her in a timely fashion.

A project director's meeting would be great.

A quick reference guide to key compliance issues might be helpful. EDGAR can be rather intimidating to new project directors.

A resource of other institutions that might have also received this grant , so we might reach out to them for input.

Better knowledge base and grant user community web site.

I can't think of any at the moment.

I have been asking questions about endowments but have yet to get information from my questions. Our assigned endowment specialist forwarded my questions to another expert but I have not heard back any response for that expert.

At this point, I think they provide adequate services for grant application and implementation. Tweaking of services is needed but I don't think additional services are required.

Return to the practice of hosting annual conferences for project directors or managers.

Can't think of any.

I just think their personnel need more support. I think they try to do their best - just do not have the resources.

The more that can be done to enhance communication when processes, regulations, etc. change the better.

Publications of ED reports, perhaps links to pertinent research and findings from the field. From other projects, especially.

examples of materials that we need to create for our institutions (policy and procedure manuals), listings and contact information for other institutions who are working with the same SIP grant so that we can create a community and help each other

None that come immediately to mind.

Sample Time and Effort Reports, Sample APRs, Sample Budget Report on APRs

A better online interface that is easier to use and navigate as it pertains to each grant type.

none

At this time, my PO has been great!

Assistance with reporting.

More queriable outcomes for current SIP funded objectives.

not sure

Provide connections to other grantees working on similar projects. Webinars among new grantees to discuss difficult issues and challenges in implementing new grant project.

Not sure.

I would like to be able to learn from other colleagues about the best way to manage SIP grant programs. A collaborative of professionals who have had or do have similar grants would be helpful.

Project management tips would be helpful, as every project director is immediately immersed in project management in order to direct the grant activities, and may not have been trained for it.

If manuals are required, provide a sample or template.

Uniform Guidance training.

The only thing I would like is a listserv

None

An online webinar to showcase exemplary grant-supported projects.

N/A

none needed.

NA

n/a

Program Officer Schedules - if they are going to be out of the office for a period of time in case any questions come up during that time a secondary contact would be identified to answer the question

greater understanding of flexibility within grant

Can't think of any offhand.

None

None

None

As stated earlier, I believe that SIP should hold annual conferences for Project Directors to allow for more interactivity among those receive SIP funding and the Department of Education. Also, while resources are available to help Project Directors, it would be nice to receive a regular email newsletter with current developments and links to resources to help remind Project Directors of these resources and how to obtain them.

A series of webinars/videos that you could be referred to for common questions. That way, there is no trying to decrypt a message, as it is presented on video.

Ideal but perhaps not possible: Mentoring/matching seasoned directors with new directors for support and guidance.

Q15. Please describe how the Department of Education could better use technology to deliver its services. (Open end)

Technology use is acceptable.

Already answered this at the start of the survey, didn't I?

Okay here.

Optional webinars would be helpful.

Use webinars for the upcoming Title III Workshop. Saves us time and money.

Improved APR site. Grant recipient web site.

An ask the program officer link on the website where someone would man that area and respond to simple/generic questions so that program officers don't need to respond to many of the same questions and can use their time to respond to the more difficult types of issues/questions.

I don't know

It would be great if the APR could be released a little sooner each fall.

no recommendations

An interactive chat availability with a program officer might be helpful. A budget revision process to submit request and budget modification might speed up the process. A no cost extension process would also be helpful.

Teleconferencing

Some electronic forms are difficult to manage and are built off prior versions of Microsoft Word

Would be nice to see what other programs across the country are doing.

The technology is goo - it would be great if there was a chat box for rapid response to questions.

I would suggest more webinars for recipients related to program management and any changes to program regulations.

Use a webportal to submit budget reallocation requests so we could see if the request has been read, and is pending. /

Listserve or user groups for grantees to network.

N/A

I think that technology could be used to present webinars that would allow for the sharing of information, in real time, on topics relevant to the group.

make the website easier to navigate

At this time I don't have any recommendations

I am not sure.

Web site improvement

Need to have report formats available on line earlier

more resources on the web site

Webinars can be used to communicate with multiple institutions simultaneously.

Not sure.

No suggestions

A small collection of learning objects (mini-online tutorials) that explain the most difficult concepts for grantees, so that they can play and replay them as needed. This type of delivery of information could help grantees immensely, in the absence of the information sessions that were formerly provided at HEP conferences.

Outline of all the services offered. Reminders about training. Is there research on the successes of prior programs? How about best practices?

Answer email

I actually feel like the G5 system is efficient.

It is fine.

Teleconfering

Use a webinar to orient new grant awardees.

The Title III end of the year report form is a little cumbersome. Formating materials is limited within the current structure.

Real-time video communication

N/a

Less confusing website or better instructions on how to find the necessary resources

I'm happy with what they already do.

NA

n/a

N/A

The reporting site can sometimes be difficult to use when making corrections or changing information.

I don't find webinars very effective. A phone conversatioin email works best.

OK as is

More webinars.

My numerical ratings show that I believe that DOE does a credible job in the use of technology to communicate updates, disseminate information and for reporting. Thus, I cannot suggest ways to better use technology.

Dissemination of information via webinars and recordings of trainings.

more things electronically!

I believe that having video webinars on topics of concern among Project Directors would be a good idea. Such video webinars would help bridge the gap in time between annual conferences. Also, I believe every Project Director should be able to get secured access to a video webinar "library" or archive in order to keep current and/or refresh their project management skills.

More videos or other interactive technology for users to seek answers to their questions before going to their contact.

Online or electronic orientation to grant.

Update website so it is more user friendly, less text heavy and more visually appealing

Q16. How can we improve our website, including links, to help you identify program resources and meet your technical assistance needs? (Open end)

No recommendations

Bring back the FAQ page

I am OK with it.

Am not aware of a website.

If there were a national evaluation of ERPs, with ratings, that would help.

It's okay as is.

A clear link for grant awardees to go to find grant related information.

Inclusion of forward looking calendars or timeframes, especially as it applies to grant award notifications

Nothing, we are good.

Need to have more communication from ED to recipients

Test the website with those not familiar with the system and see if they can easily navigate the site. Try to minimize how much drilling down someone must do to find a particular item/document, etc.

better help with suggestive searching when you type a search into a search box.

Provide more example resources and contact lists that actually reach someone who can answer a question (I've called pretty much everyone on some of these lists and not found someone who could answer a question)

In general, better search features, are always helpful especially to those who may be new to the grant world and to federal regulations.

Frequently Asked Questions / Searchable EDGAR Regulations

Divide the areas by grant type, so each grant can better understand regulations

not sure

There are time when I am unable to get links to open so I can view them which can be frustrating. I also early in my time directing our grant, submitted a modification through the website as I was supposed to do, but it did not get to my Program Officer so he was unable to view it. So if that is the system we are to use for submitting documentation, it needs to talk directly with our PO's for it to operate effectively. I waited 30 days per the directions for the time frames they have to respond and found out that had I just sent it directly to my PO it would have been approved almost instantly. I know just submit information via email directly to him and his response time is very fast!

I am not sure.

I am not an expert in this.

Use simpler language

No recommendations.

Not sure.

No suggestions

When I actually use the website, there are useful resources. Promoting the site and resources would work for new people.

Uniform Guidance training

Have hotlinks to all active SIP programs

Its excellent as is.

N/A

good

Legislation, Regulations, and Guidance area has the regulation numbers and laws. I would like to see a written section (about 1page each) overview for Legislation, Regulations, Guidance. I am not a lawyer.

Website is ok

One location for all the needs, perhaps based on type of grant

N/A

Technical assistance always got back to me quickly.

clearer guidelines and better links to materials

It works well enough as is.

OK as is

Nothing to suggest

I find the website to be sufficient. There is ample white space, which makes for easy reading. In addition, labeling is simplistic and so makes searching for resource information easier and streamline.

More user friendly annual report system

I believe the website itself has a good design. I would add the aforementioned video webinar archive/library and have a prominent link to it.

Maybe a little more information when mousing over topics. That would help guide people looking for a specific thing. While that can be accomplished with the search bar, mouse-over information would be helpful.

No opinion

Q17a. Please explain. (Capture verbatim response)

We were missing some information. We did not get the original packet of information after being awarded and did not receive the Interim report information until very late.

Sort of. We have had 3 different program officers. They haven't contradicted each other, but what is stressed has varied.

We have been fortunate to have a great program officer. Some of my colleagues have not had the same advantage.

Two program officers gave me different information .. I contacted my former officer as I was not getting a response from my current officer and the info provided (and for which I needed clarification) was different

We have had at least three Program Officers. All have provided consistent interpretations. That is, we have not received contradictory direction.

Our program officer is reasonable, consistent and always willing to discuss our requests and provide relevant information.

I get frequent emails. Some relate to the grant directly and many relate to initiatives like the ones recently about Michelle Obama and college initiatives.

I receive emails only periodically and I don't receive any information regularly about trainings, available resources for project directors, or ED staff changes.

I've received no information, other than a renewed award letter.

only one area of clarification - allowable expenses

In one situation, the advice from the Program Officer seemed to contradict the EDGAR regulations regarding purchasing and tracking equipment.

haven't received much information from the office at all.

I don't know what constitutes consistent. I receive information such as this, my need to complete a survey or report. If that is considered consistent, then yes. I receive information from them a few time a year.

Most communication pertained to the GAN or APR.

I have received no information whatsoever from the program office, even when we have requested it.

I have not received any contradictory information from the SIP Program Office (if that is what this question intends to ask).

The first representative was OK with reports as scheduled by the grant. The new person wants monthly reports

She was responsive.

Minimal use but consistent information.

I received email information

reporting instructions

I have had three different program officers assigned to me and each time their message is consistent with the last.

Consistent is consistent meaning that I've have received information that has not contradicted information received prior.

We haven't received much information at all, but none of it has been inconsistent.

I have received several emails from the SIP office and my Program Officer.

He has been consistent with his approach, his explanation if things are not clear or if he needs to get a point across, and the cordiality of his responses. It makes him approachable.

Have not received any information until the past two weeks.

Every response is well balanced and grounded by following regulation, mission, and principle. We appreciate that.

Tribally Controlled Colleges and Universities

CORE QUESTIONS

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

Program officers and others should be more familiar with G5.

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

My preference is to receive information in a printed format (this includes digital communications). Conference calls, etc., are not effective.

They could offer more program-specific informational programs that included both audio and visuals (live webcasts).

The registration and password process for some grants is very cumbersome including g5 for some programs. each program has rules on who has access and changing people can be a pain if you have a number of grants.

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

I would like some training. This is the only funding source that does not offer grant administration training. I cannot find any online or any actual events. I find it very difficult to learn anything about the grants because there is no information out there.

The APR could have more opportunity for qualitative comments. It is very quantitative in nature and that does not align well with tribal colleges. Thank you.

I would appreciate all grant application forms to be actual forms; not non-fillable pdf's or Word files pretending to be forms.

Include more opportunities on the APR for grantees to use project-specific metrics to demonstrate project success.

We have had a great relationship with OPE over the years

Better describe differences between TCCU Title III Part A and Part F grants. Annual Performance Report criteria can be improved to better measure attainment of actual grant objectives.

I like the program updates and ease of correspondence with program officer.

Keeping Grantees informed

services offered meets my expectations

Try to get all offices of the Dept of Ed to talk to each other. grants should use grants.gov for grants and g5 for reports if it is working.

I am sure there is always room for improvement, however I am satisfied with the OPE services.

Improve the reporting tool format. Provide a walk through for application submissions, although it is similar to other Grants.Gov packages each program has certain individual requirements or preferences on how to add files.

CUSTOM QUESTIONS

Q10. Briefly describe the reason(s) for your rating of this Program Office. (Open end)

[NAME] has been great. Again though, I need more training on DOE grant administration!

Excellent responsive service.

The staff have always been courteous and prompt in my interactions.

The program officer is extremely supportive, helpful and responsive. At times, we could use a bit more guidance and clarity from him.

Excellent communication and timely return of questions we have need for a response.

Generally the program officer responded to questions by email and by phone in a timely manner.

Program office is very professional and informative of any changes or requests.

Program Officer is knowledgeable and very helpful and supportive.

Program Officer is courteous and response to questions in a timely manner, explains things clearly.

The Program Officer is good. It is the changing procedures that are not good.

They are helpful and prompt in responding to inquiries

I am satisfied with the services provided by our program office and its representatives.

[NAME], our program officer, is very helpful and supportive when we have questions related to the project. He provides useful guidance and responses quickly to our requests. The reporting tool is not however the most useful device.

Q11. What recommendations would you like to offer to Program staff to assist you in administering your grant effectively? (Open end)

Offer training, either in person, or online on DOE grant administration and what we need to know!

An annual project directors meeting. These meetings allow the project directors to exchange best practices and meet our program staff face to face.

Offer a bit more clarity and guidance on program regulations

We have had so much support that I cannot think of a single thing

In comparison to program officers for SIP development Title III grants, the TCCU program staff have offered less support for grant managers such as applicable instructional materials. In past there were workshops for Title III directors. An annual webinar would be helpful.

I attended a DOE Directors meeting in Washington DC several years ago, this was very beneficial and gave me an opportunity to meet other Tribal College Directors. I would like for DOE to consider offering this conference again.

continue to assist, in a timely manner and to answer any questions I may have regarding the grant.

Submit grants on grants.gov. / Do reports on g5 / Make reports more relevant to grant. / Have consistency among different offices. / Make sure to keep up with contacts. / Try not to leave everything for the summer when people are gone at colleges.

I am sure there is room for improvement but I can't think of any recommendation at this time.

Q12. What topics would you like to have discussed during meetings and conferences either in person or by phone? (Open end)

Grant administration, budgeting, types of grants awarded and their expectations and the future plans for them, allowable vs. unallowable costs, annual performance report help... to name a few!

Best practices of other grantees, new or changed EDGAR regulations, support services for student completion, technology, STEM, leveraging resources, and other subjects.

None.

budget carryover restrictions, mid-project changes in activities

The typical FAQ's TCCU's ask so we can all discuss how we handle the question differently.

Timelines for submitting required documents and reports / Sharing of best practices from other TCCUs / Training at the beginning of the year on what data should be collected for required reports

Part F changes or phase out.

Programs that were effective and challenges.

objectives of the grant

see above

Equivalent pay with state institutions regarding student count formula.

Clarification on certain allowable expenses, especially related to construction and in the ability to carry-over funding to support larger construction projects.

Q13. About what topic(s) or purpose(s) do you most often contact Program staff? (Open end)

I don't even know the types of things that I should be contacting him for... need training!

Deadlines, APR questions, definitions, technology questions.

Allowability of costs.

preparing APRs and annual applications

Mostly proposals we might have to meet an overall objective

reporting and budget questions

construction projects and allowable costs

allowable costs, no cost extensions, modifications on budget

mostly objectives of the grant or either the first section of the annual reports.

grant process

Budget Items and changes that are made to the grant regulations.

Approval of purchases not directly corresponding to what was in the application.

Allowable expenses and activities, along with reporting questions.

Q14. What additional services would you like the Department of Education Program Office make available to you? (Open end)

Training for grant administration!

Annual project directors meeting.

see answers above

New addition of regulations

I do not need it now; but when I was a new director, an orientation about the roles, responsibilities, and expectations of the director would have been helpful.

data collection

Annual Conference to share ideas

Webinars, on student retention

na

Knowledge base on the internet to share questions and answers from other TCCUs

It would be nice to continue having annual Title III TCU meetings for the purpose of exchanging ideas and clarification.

Q15. Please describe how the Department of Education could better use technology to deliver its services. (Open end)

More webinars and informative information concerning changes in the Department of Education.

Don't.

see previous answers

Might be useful to have screen captured tutorials created by dept staff on key topics

Our project officer is good about sending us updates by email on relevant topics, I would like to see that continue. An annual webinar for project directors would be helpful.

I feel this service is satisfactory

NA

make more processes uniform. e.g. grants.gov for proposals and g5 for reports.

The Department is doing a good job keeping up with technology today but it is constantly changing so upgrades is always a problem.

Q16. How can we improve our website, including links, to help you identify program resources and meet your technical assistance needs? (Open end)

You have a Tribally Controlled Colleges and Universities website? Again... I have been our Director of Grants for 2.5 years and these DOE grants still elude me. I have searched for information, but have come up empty-handed!

More links for program resources listed by kind of resource, technical assistance, and best practices of other TCCU's.

it seems fine as is

Database of tutorials in an easy to open format such as mp4

I frequently check out the resources on the DOE website for Tribally Controlled Colleges and Universities. Keeping that information up to date is very helpful.

Include links from annual meeting for further follow up information in developing similar activities on TCU campuses.

include the links, along with emails regarding the survey

na

the allowable and unallowable activities - conflict with each other at times.

I believe that it is fine the way it is right now.

Q17a. Please explain. (Capture verbatim response)

We were only informed in December that we would not be allowed no-cost extensions... we had no idea!

When requested the information has been current and correct.

We received an e-mail regarding the end of the grant period but if we had contracted services that extended beyond the date we were given notes as to how to deal with the situation at closing. The area we could not get a definitive answer was in reference to travel. Many TCCU's with faculty professional development objectives schedule travel to conferences, seminars and advanced degrees far in advance and some get cancelled. I asked if travel for the items mentioned above should be completed by Sept 30th at the grants end but got a message that no one at my college understood.

Notification with links and passwords. Correspondence for requests of information.

Program Officer will sent information on a timely manner, reminders, and deadlines.

mostly but the grant process was muddled.

We are made aware of deadlines and new initiatives.

State Directors of Special Education (Part B)

CORE QUESTIONS

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

prioritizing the involvement and needs of the states over a rigid legal interpretation or a consistent national interpretation when national consistency is convenient by not necessary.

Community of Practise for engaging stakeholders (COP's)

coordination with Title 1 at conference

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

Hard to say, sometimes webinars sound clarity is out of their control, but when it is bad, it is very distracting and not confidence building.

The utilization of technology does not excuse the ill-timed or lack of information provided beforehand so that states may review such information and ask appropriate clarifying questions. There was a conference call today, June 29, 2015, and OSEP staff provided the call-in number and document to be reviewed only a few hours prior to the call. This is not helpful for State staff. Further, there was no opportunity afforded to the states to ask questions. The speakers on the call also talked too fast, which made it difficult to hear and understand the important information being shared. The type of program and technology used can be top of the line, but the quality of services delivered still depends upon the people in OSEP delivering such quality. Without OSEP staff's commitment to providing quality services to the states, the review of improvement on the actual technology is futile.

use latest technology

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

Grads

GRADS 360

grads 360

Grads360

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

OSEP staff is high quality and their materials are well developed. However, they do not solve the problems I experience, they make new ones for me. I find the legal emphasis rigid and unproductive. I appreciate a need for accountability, but I do not find that accountability needs are well-served by rigid interpretation.

Continue to improve the security and accessibility of their technology products.

OSEP must improve communication to state staff regarding requirements. But first, in developing such requirements, OSEP needs to be realistic of their expectations of states as it is definitely unnerving to see how OSEP staff appear to not understand the requirements themselves. Accountability, no matter how much OSEP staff would like to minimize its impact, is taken seriously by our state and stakeholders. Roll out of all of the RDA initiatives have been painfully difficult, and OSEP staff seem unaware of how their action, and often times inaction, sets up our state for failure. Our state has wasted time and effort in attempting to understand OSEP's requirements only for such requirements to change or for required implementation to be delayed. OSEP needs to fully incubate ideas and really think out implementation before requiring action by states. If not, states will continue to operate under vague requirements, and continue to be set up for failure or caught off guard with OSEP requirements. OSEP staff also must realistically look at the work load required of states under RDA and provide adequate funding for states to implement such requirements. OSEP staff should also require more of the OSEP-funded TA providers. Now, TA providers are only assisting a few states, whereas under the older model with the RRC program, all states received TA to meet their needs. It's been a full year, and in talking with my colleagues, we still do not know what these OSEP-funded TA providers all do to serve the states. This is unfortunate as it is believed that even more money is being poured into TA providers. OSEP also needs to collaborate with OESE on all its initiatives; there should be no reason why states submit different plans to each federal office at the USDOE. Finally, gathering input from the states on how to improve would be appreciated. We could start by talking about why NAEP scores, which are 2 years old are being used on current state determinations and how that is not beneficial for any state in measuring whether it is improving results for our students.

Provide personal, differentiated service and technical assistance

Be more specific when answering questions regarding our reports SPP/APR, SSIP also writing the recommendations provided so we all could be in the same page. /

N/A

I APPRECIATE THE RESPONSIVENESS OF THE OSEP TEAM WHEN STATES ARE FACED WITH CHALLENGES REGARDING IMPLEMENTATION. THEY HAVE ATTENDED THINGS WHEN ASKED, PARTICIPATED WHEN ASKED, AND CHANGED COMPLIANCE REQUIREMENTS TO MAKE THE WORK THE STATES ARE DOING MORE MANAGEABLE AND IN TURN, HIGHER QUALITY. I APPRECIATE THEIR VISION OF COLLABORATIVE WORK ACROSS AGENCIES AND THE NEED TO SUPPORT ALL CHILDREN IN OUR IMPROVEMENT EFFORT. THEIR FLEXIBILITY IN ENABLE STATES TO TAKE THE NEEDED TIME TO DO THIS WORK WELL IS HIGHLY VALUABLE TO THE PROCESSES WE ARE BUILDING.

Increased use of video conferencing (speakers on the conference calls talk very quickly and visuals would help to ensure access to all the information). Might there be new technology that would increase effectiveness of the guidance documents?

Be more specific and think things through before giving guidance rather than changing "their mind" once it's been provided. They also need to think about how their ideas or plans can actually be implemented in the real world. Sometimes it seems they are way too lofty and completely off the mark.

it is very difficult to keep up on all the OSEP guidance letters that have been outlining policy, perhaps a monthly summary and link to the letters that went out. I know the letters eventually get posted on the web but I have not found that to be accessible and easy to find the key issues. / / It would also be nice if powerpoints and recordings from webinars could be made available.

CUSTOM QUESTIONS

Q3. What improvements can you suggest regarding support from MSIP state contacts?

MSIP state contacts benefit from knowing exactly how the state is different from the national picture and from other states. Non-oversight activities toward this goal of knowledge would be welcome. For instance, seeing state contacts for reasons other than monitoring.

We get excellent support from MSIP staff.

The MSIP state contact is not the problem as it appears as if the untimeliness of information or changes in requirements are due to those above the MSIP state contacts. More support and timely information for the MSIP state contact would be beneficial to the state.

Our state contact has been very responsive and promptly responds to emails and calls.

Maybe more on site visits for TA - it is hard to establish a relationship via phone calls

none at this time

NO SUGGESTIONS, JUST THANK YOU!

I understand the need to consult on some of the questions, but when they are not standard answers it takes so long to get a response and sometimes it takes several follow ups to even get a response. When responses are received they are sometimes still ambiguous. An example is states with a flexibility waiver and reporting indicator 3 data this last year. We submitted questions in December and still were waiting for a response up until the deadline, we finally submitted as it was and were prepared to have to make corrections during the clarification window,

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

I like webinars but only when the audio quality is clear.

Monthly TA calls have been very helpful and maintain a good understanding of and working relationship with OSEP.

monthly calls

Dear Colleague Letters

monthly calls with specific topics to be covered / webinars that are topical

Direct one on one calls with MSIP contact

Letter, Q and A, monthly calls, and personal phone calls to clarify any issue.

DCL and MSIP monthly calls

Dear Colleague letters, topical webinars, direct phone calls.

TA CALLS, TOPICAL WEBINARS

QA documents

Q5. Which types of assistance were least helpful?

Financial assistance.

Not everything OSEP does can hit a home-run with every state every time. There are times we feel time may not have been well spent., but on the whole we benefit from the frequent and varied communications from OSEP. We appreciate the help.

In general, the lack of or untimeliness of information given to states has been detrimental.

newsletters with general info

Letters

NONE

monthly calls because we receive no materials to reference and there is not information available after the call to refer back to

Lead Agency Early Intervention Coordinators (Part C)

CORE QUESTIONS

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

They are still mostly just using teleconferencing. Using Webinar format would improve the delivery of information.

Send out presentation materials prior to on line calls/webinars to minimize note taking. / Have more webinar-type formats instead of just calls.

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

Grads 360

Grads360

EMAPS/360 Grads

360

?

Grads 360

Grads 360

Grads 360

GRADS360

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

To become more automated in reporting will continue to be key in moving this program forward in the future.

I think OSEP staff are conscientious and want and do provide excellent support. My concern is that the laws they must implement and oversee are very prescriptive and limiting. there is a lot of administrative overhead in providing services to infants and toddlers. If reporting indicators could be reduced, i.e. eliminate all but the child outcomes, the program would be simpler and have more money to provide services by reducing overhead costs at all levels.

Have staff well trained; ensure consistent information disseminated by all staff; ensure timeliness of response.

Consistent & timely answers/responses to questions, as well as timely delivery of new requirements and sufficient time to allow us to respond to new requirements.

Consistency with requirements.

The status determination is so far removed from the date of the data set that it isn't very meaningful to the public.

Communication should be more timely and change should allow States time to review and implement changes proactively instead of reactive and in hindsight.

Continue to acknowledge, support assistance, and ensure directions take into account the vast complexity and diversity of state funding sources, mechanisms, structures, and cross system interdependencies. For example, changes in Medicaid financing structures including managed care impacts tracking state funding for MOE yet State's funding from MCOs can exceed the funding from the IDEA grant.

We are in the minority of ed lead birth mandate states and guidance doesn't always apply to us. Webinars that are intended to give information but do not answer any questions or provide additional clarity are not helpful.

Get materials out more timely for SSIP. Long lag times impact states' ability to complete work.

Data Reporting System lost some of the uniqueness per state when moved to GRADS360. While former method was maybe too lengthy, GRADS360 is too short!

More timely information prior to the release of products and not after the product has been announced. / More integration between the TA centers and the OSEP messages and products

At this time we are satisfied with the service OSEP provides.

When guidance is provided and work for the year has begun, do not make significant changes to the direction of requirements, recommendations, etc. until the next year. Scrambling to comply with last minute changes to rules and guidance creates an unnecessary hardship for state staff. Changes should be well planned, disseminated in advance, and feedback considered, before implementation.

Increased clarity of language used; more details in instructions; clearer examples; providing information/guidance in a more timely manner; set minimal expectations of regular contact (at least monthly) between state staff and state leads to ensure adequate support

CUSTOM QUESTIONS

Q3. What improvements can you suggest regarding support from MSIP state contacts?

Maybe a tracking tool that is used when we are seeking answers, clarification or approval of materials like those associated with the Grant application. Then we could be clarity on what and who has responsibility for the next steps.

none, our state contact is very responsive and conscientious.

They need to know the law, listen to the state, not lose state's questions and paperwork

Having basic information available & able to give out, rather than every question have to be double-checked & validated.

Consistency

None at this time

none. In the past year the support and assistance from MSIP has been increasingly helpful. The recognition and consideration of potential unintended impacts on States is the strongest we have experienced. OSEP seeking to understand potential impacts of their actions increases the effectiveness of their actions -- increasing the likelihood that their actions have the impact they intend.

I love our state contact. She is very responsive and works hard to find the answer to my question if she does not know it herself.

Our State contact has been responsive, clear and supportive. It has been a pleasure working with her in some quite difficult situations.

None

None, [NAME], [NAME] and [NAME] were extremely helpful and timely to our questions this year as we changed lead agencies

None at this time.

Our contact is thorough, concienious and responsive.

My state would prefer regular, scheduled contact with our State Lead, so we can ensure we have a shared understanding of OSEP's expectations. We feel we need more guidance and support than we receive to be able to complete OSEP grant and reporting requirements. We often feel like an afterthought when we receive last minute requests for meetings, especially when these meetings are very brief and provide very limited direction.

We appreciate the timeliness and support from [NAME] (Alabama state Contact) particularly during the SSIP development and submission.

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

The in person TA visit was very helpful.

MSIP monthly calls

Monthly calls some months

MSIP TA calls & topical webinars

Dear Colleague Letters and Monthly TA calls

monthly calls with state contact

All of the above

Q and A docs and MSIP TA calls. TA calls are especially helpful when the planned topics are outlined in advance (esp. if applicable to Part B or C or both). Dear Coll letters are often helpful as well.

Calls with state contact and other OSEP staff

Topical webinars and question and answer documents

Monthly calls

Monthly calls/webinars

TA Calls giving guidance on changes were very helpful.

Monthly calls with our state contact, and all of the above mentioned items

Webinars

Conversation with our liason and other OSEP staff as needed and as requested.

The Memos and Dear Colleague Letters are helpful in providing input on program standards and/or policies. The monthly calls (led by [NAME]) can provide timely guidance on various issues. However, the best supports come from the OSEP-funded TA Centers, such as NCSI (previously the RRCs), DaSy, ECTA Center, IDC, etc.

Webinar are particularly helpful and TA calls

Q5. Which types of assistance were least helpful?

Getting the documents just in time or after the fact for Indicator 11. Moving faster then the TA available many times felt very much out of sync with our work.

I enjoy the Director's newsletter but it generally isn't focused on responding to questions but is generally informative

topical webinars, director's newsletter,

newletters

B and C TA calls

n/a

webinars and conference calls

The newsletters are too much information and its difficult to find the time to get through them

nothing really

rolling out documents that are not finalized or thought through completely.

General information that is subject to change.

As I am new, I am not sure that my State Lead has really clued me into all of the OSEP resources available. For example, I am not aware of a Director's newsletter nor could I find any information about it by searching the OSEP website.

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.

Office of State support and Office of Special Education

The collaborative summer meeting.

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

It would be nice if there were regularly scheduled webinars that allow state Title IIA managers to interact with OESE and each other. It seems with the state approach that less specific information on the Title IIA program will be available.

As the state Title II Part A Director, I would like to be included in e-mail notifications re: Title II, but to date, my colleagues at ED have not been able to add me to the appropriate listserv.

Pick an outcome that you clearly want to see improve, e.g. early childhood literacy. Identify states using Title IIA funds effectively. Hold webinars illustrating best/promising practices How did State XXX administer IIA programs to impact EC Literacy outcomes.

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

I don't know, someone else does that

IDoE/ data system

another person submits to EDEN

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)

I have just asked a few simple questions.

Quick response to the Title IIA reporting request directly from the Title IIA staff

when the multiple USED teams joined together to have one state contact and email correspondence comes from that one source

Support through CCSO and EASN to assist with the development of the Educator Equity documents.

Question answered promptly.

I appreciate the expedient turn around time the Department staff has acknowledge receipt of my inquiries. Even if the response is, "I must look into this and get back to you". I appreciate the clear communication.

I am fairly new in overseeing this particular program, so my experience is limited.

I posed a question re: private schools and equitable services via e-mail to ED staff. They responded quickly with a phone call and answered my question sufficiently.

When I receive quick responses, I am very grateful.

Allocations

I have had no contact with anyone regarding the Title II program in the last 12 months.

[NAME] was quick to reply to questions I had regarding program implementation with an LEA. She was thorough with her answers and checked with legal staff to ensure accuracy.

Phone conference with feedback on Equitable Access plan

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)

Not directly related to OESE staff working with Title II-A, but receiving notification from [NAME] about a week long collaborative conference 7/15, and not receiving notice it was 2.5 days only, and trying to register get hotel for the week. Very confusing without accurate follow up notice.

The ability to use my correct e-mail to receive information.

n/a

none

My state's Title II ED contacts have changed 3 times since I started in this position 11 months ago. I am still not receiving relevant communications directly from ED, and despite multiple requests to ED to solve this problem, still only receive e-mails when forwarded from colleagues managing other programs.

Equity Plan- several calls/emails/web searches asking the DOE about the timeline, framework for feedback on the plan. No response. NO guidance provided. Extremely broad statement in the FAQ's about working with SEA's to review and revise the plan. It is unfathomable to me that the U.S. Department of Education didn't outline a timeline or share a rubric specifying how they will assess the equity plans.

It took a long time to get a response and I had to ask for it a second time. When I got the response, it said to use the guidance and make a decision. I fear that my view may be different than an auditor's view (That's why I asked for guidance) and the district will need to return funds and they will have less funds then than they do now. Not to mention it would make us look foolish.

N/A

??? None

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

It's just a matter of staff supporting Title II-A to learn the ins and outs since they are new. It would be helpful if it takes more than a few days to research the answer to an inquiry, to send an email saying the research is in progress.

I think that the face to face meeting will be a big help. Then more specific program information on a more frequent basis.

With the development of the OSS, I'm not always sure if Title II, Part A is onboard.

Overall, the customer service and urgency in which staff responds has been outstanding. I would like to see more concrete guidance and support given to states on the implementation of Title II, Part A.

I would like to receive relevant communications from ED in a timely direct manner.

timelines, rubrics, specific protocols and look fors to fulfill requirements

Post a Q & A so I can see questions other states have asked and the guidance they received. I love the transparency. I learned a lot by looking at past monitoring visit letters that were posted online. I think the services are headed in the right direction!

Narrow your focus. Differentiate your services. Just doing lots does not help us. What is your theory of action given that you directly work only with states, and they only directly work with LEAs which work with schools which work with teachers and students/parents?

Continue to offer combined federal program meetings/technical assistance.

Regular checkins for no particular reason

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)

More information on the use of Title IIA funding for Educator Evaluation & Support. Additional ways that states are gathering application information and monitoring. More examples of smaller schools and districts effective use of Title IIA funds.

More Webinars and analysis tools could be offered.

n/a

webinars, analysis tools, and anything relative to implementation of Title II, Part A funds to support the Educator Effectiveness work underway. Specifically, guidance in ways states can measure the impact of Title II, Part A on initiatives.

Information posted on-line, webinars

Q & A online, define any limits to spending (e.g. How much state level funds can be used for SEA salaries?) I would like a confidential way to ask a question that would not result in a penalty. For example, another state colleague asked for clarification on an issue which resulted in that State being fined. Now the person is forbidden to ask any questions.

Having one contact person in the Office of State Support who manages multiple programs is not a good model. It's too hard to reach that person. I liked the old model better when I knew I could reach out to one or two people who worked with just the Improving Teacher Quality grants.

Personal contact via phone or email -- relationship building

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.

They need to communicate.

We have worked with CTE, Indian Education, to work with our middle and high school students in offering STEM programs. All our offices provide professional development workshop for our grantees. We have met with title 1 to offering parenting programs to our grantees. We are working on developing career education training for our staff so they can provide career development programs to students and parents.

I'm not aware of one that I could recommend as a model

i dont have any but would love to know how 21st cclc funds could be more aligned with other titles, especially under new ESEA

Collaboration between Title 1, USDA, and 21st CCLC to receive the same consistent messages.

The National Park Service's Citizen Science and USDOE 21st CCLC Project

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

More frequent use of technology. Also, plan webinars well in advance so that SEA coordinators can participate.

The Y4Y TA/PD is great. The previous monthly quarterly calls we a great way to connect with my Project Officer, the way to improve the use of technology would include two-way webinars, real time with my Project Officer is valuable and knowing that she understands my issues is useful in addressing them. There is high impact and value in face to face meetings.

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

unnamed new version of PPICS

PPICS-soon to be replaced

formerly PPICS

PPICS-in the past but a new system is being developed

PPICS

PPICS

Used to be PPICS

PPICS/New System

PPICS and now the new version which has yet to be named

creating change

PPICS/ New Federal System

PPICS

My references above regard the PPICs system and this year with the federal changes

ppics

Consolidated Federal Data Collection

in development

AfterSchool21

PPICS

PPICS

Have used PPICS in past. New system developed this year - have not yet used it.

Updating of Data Collection System in Progress. Demos for the new system have been provided.

We don currently have a system, it is being built by the TACTILE Group

PPICS

PPICS

being rebuilt now, was PPICS

EZReports

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)

During our last SEA meeting at a conference, we were able to talk with three program representatives. Though there was not much new information, except an overview of the new vendor's reporting system, both [NAME] and [NAME] fielded many questions, offered professional insight, and continued to do what they do best-build a collaborative group of SEAs who feel more like family than just colleagues.

There is no one specific experience. My project director is highly responsive to my questions and shows regular appreciation for our SEA initiatives and sharing successes. She is very timely in her responses to me. We have routine quarterly touch bases, which we jointly talk through concerns and celebrate successes together. I truly appreciate this approach to validating the hard work that my staff do in achieving the highest quality 21st CCLC program.

Former program officer provided helpful information during my first monitoring call

Very responsive in providing support around the NASA STEM Challenge. Staff answered my questions and did extra work to support implementation of the program in my state.

I have worked with [NAME] on multiple occasions. She always assists me quickly and efficiently.

Customer service has been much better within the past 12 months. There has been more effective and frequent communication from my program officer. My program officer works to provide me timely, meaningful and relevant responses to my questions.

[NAME] always takes the time to answer our e-mails she

The ease of registering for the Summer Institute

Our national meetings with US Ed staff and the coordinators from each state are the best ways we learn about new items and share what is working and what might be improved. These are critical face-to-face meetings that I urge us to continue, at least 2-3 times per year.

Our program officer, [NAME] is excellent. He's very prompt with responses to my e-mail inquires and trying to find answers to my questions (when they are outside his area of expertise).

Although preparing for a recent monitoring was difficult due to limited clarity on pre-visit expectations, I enjoyed the style and process employed by the team once they arrived.

none

collaboration around technology

REMS technical assistance staff helped with getting us to access the REMS EOP Tool, which was technically very complicated due to issues on our State's IT end of it.

All

The technical assistance provided by a federal officer

Best experience was to have USDOE staff review draft RFA for compliance requirements.

[NAME] has been very responsive when I have had questions.

We have just returned from a 3-day training provided by USDE that included both SEA and LEA level program staff. This event included an SEA meeting where very specific guidance and supports were provided to us as SEA leaders on the new Uniform Grant Guidance. The entire event provided very strong supports for our work. The session provided on the UGG was most helpful and timely. I appreciate how they took the larger guidance and highlighted items specific to our program that we should pay close attention to in our work. The 21st CCLC staff is quick to answer questions, respond to emails and return phone calls. In the last 18 months I have witnessed a significant improvement in the level of responsiveness.

My project director is usually prompt when answering my questions.

[NAME] and [NAME] were my previous USDOE staff/Project Officers, they provided exceptional support and TA, it may have taken them time to respond, but provided the necessary information and feedback within a week. They were both open to learning about my SEA and the unique needs of my system, The Bureau of Indian Education. I appreciate the 21st CCLC USDOE Team Lead and the ongoing support she provides, thank you!!

My staff and I appreciate the quarterly monitoring phone conferences with [NAME]. [NAME] is very courteous and provides clear, concise, and accurate responses to our questions.

quarterly monitoring call with project officer; she asks very few questions

My best customer service experience with the USDOE staff during the last twelve months came very recently when my supervisor (who does not work on the grant program) did not believe certain expenses were allowable, and did not support some changes I decided to make to the program. My USDOE staff contact was very supportive and

prepared a brief memo stating why the expenses were allowable and how the proposed changes would strengthen 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. (Open end)

Well, there was one time [NAME] made me wait a whole day before answering an email. However I think that was a couple of years ago... There has never been any bad customer service from the program officers I work with.

My main issue is inconsistency of program guidance when new situations arise. I can accept that my program director may not know every answer to every potential new situation and will need to check in with others at USED. However, my issue is when direction is given specific to 21st CCLC and then it is in direct conflict with other guidance from the broader USED agency or greater federal government. A specific example is around implementation of Universal Guidance supercircular and the impact on state's application content.

Over the past 9 months I have been assigned 2 different program officers. My current program officer is on medical leave. I have not spoken with him.

Inconsistent communication around the Student Voices project. Initial communication about the goals of the program was a little unclear. In the end, I assume that my nomination was not selected, given that the notification date has passed, but it would have been useful to have been told that directly.

The response time is terrible.

Within the past 12 months there has not been a customer service experience that was poor. Providing timely responses is difficult due the fact that numerous programs are run out of the AITQ program office.

The data webinar was horrible it did not tell us anything and was embarrassing because we had our IT people sit in on the webinar and they had a good laugh. The schedule webinar to discuss changes in the circulars never worked and when asked if it was recorded so we could preview it, we never got a reply.

Requesting information and it taking weeks to get a response

The number of one-on-one telephone "check-ins" conducted by US Ed staff used to be quarterly. Now they are perhaps annually. I realize everyone is busier and has more responsibilities. I valued those one-on-one status updates to keep me apprised of what was going on from the national perspective and to make sure that I was on the right track and giving accurate technical assistance to my subgrantees. If there is a way to bring these back, it would be appreciated.

The 21st CCLC SEA meeting last summer It was held at the Beyond School Hours conference and it was "required" that we pay the full conference registration fee (nearly \$500) even if we just wanted to attend just our SEA meeting. As an alternative, I tried to participate via the Department's virtual meeting option and there were a number of problems...speakers didn't stay at the mic so I couldn't hear, mics weren't given always to the audience during question periods and the content wasn't rephrased by the facilitator etc. I think there were several people at U.S. Department of Education that were involved in the decision making for our SEA meeting but I don't have the names.

I have significant difficulty reaching my Program Officer on the phone or receiving returned phone calls. I have more success with email, but I feel some issues are better to discuss on the phone before sending an email.

Very little provided

no bad experiences

None.

none

Never having my phone calls returned and never receiving a response from emails

The worst experience: US Department of Education staff wasn't able to provide a detailed schedule or conference agenda indicating the New Data Collection Tool and requirements. Would be nice if USDOE send a letter to make conference mandatory for state's receiving funds.

I was not notified enough in advance regarding when sessions for SEA's would be for the Summer Institute. As a result i did not get my travel requests in time to attend. Also, I still have not heard anything about when the new data collection system will be available for grantees. Also since I will not be at the Summer Institute I am worried that I will not have the information to pass on to grantees in a timely manner.

I do not believe that this is necessarily a reflection on the 21st CCLC team specifically, but the non-regulatory guidance for this grant is outdated. It would be helpful to have updated guidance.

One of our regions was experiencing a suicide cluster and my current Project Officer simply stated I should "Google" the information I was needing, thankfully the Team Lead stepped in and provided much needed support and TA. Having three Project Officers within a year does not provided the needed stability for consistent support by the USDOE.

None

My worst customer service expereince with the USDOE staff during the last twelve months was when I sent an email to the staffer but did not receive a reply until two weeks later.

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

I am largely unaware of OESE "products" as termed in this survey. Our state didn't participate in many of the select opportunities or collaborations due to our capacity. Sharing among SEAs generates more usable information and "products" than is generated by OESE, which is as it should be. The best service OESE can provide is to ensure SEA subgrantees have a viable method of measuring the impact of our programs so we can continue to validate the investment and garner greater support across the scope of educational decision makers.

Ensure that 21st CCLC program implementation guidance is vetted and aligned to greater USED rules, regulations, etc. before releasing decisions.

Timely response to emails or calls. Earlier notification of program changes. Manage departmental turnover in such as way that it has limited impact on the state level project coordinators.

I would like a written response via email after quarterly calls to provide feedback

Earlier or more frequent updates about initiatives would be useful (e.g. what's happening with the new PPICS, what opportunities are upcoming such as the NASA challenge, what's upcoming for the students with disabilities project or Student Voices, etc.) Also, it would be helpful to have a schedule for things like monitoring of states (i.e. what states are scheduled to be monitored this fall, what states in the spring, what states next year, etc.)

I believe we need more general discussions with other SEAs. We have eliminated our face to face meetings to one-two a year. We need to have webinars or phone conversations where we can discuss everyday issues with other SEAs.

They need to be more responsive and provide updates on key legislation.

Provide more directives, guidance, and/or information, from the legal department/department lawyers in writing so we can have documentation of how to proceed, and what it means. It is better to get that type of information in written format so it is more formalized and easily locatable.

Make sure your webinars are working and give us more information on the data collection for 21st CCLC to help us prepare for the changes.

More timely responses and more technical assistance.

Post updates frequently, including updated documents and rules and regulations.

Maintain timelines and deadlines. (Examples PPICS changes have been announced, the old system has been dismantled but the new system isn't up or ready yet...leaving a void for our programs as they gather and report their data for this year. We've tried to build an intermediate program to collect grantee data during this void but have been unable to even get a template for the collection elements from the old PPICS system.

update the guidance and provide more examples of how other states are operating.

First, I'd like to acknowledge that OESE is clearly understaffed to accomplish much more than they are currently doing. If it were possible, I would like to be able to identify best practices, or perhaps "best SEA practices" for broad categories like competition administration, sub-recipient monitoring, maximal use of funds, data collection, etc. If not best practices, perhaps we could at least have a list of process models for each of those broad categories. /

N/A

The survey should be done by now, I'm losing my focus

Make it easier to update relevant guidance. Example- updating applicable circulars took YEARS. Most programs have to rely on letters, PPT and other supplemental guidance in addition to NRG because the NRGs have not been updated for years if not for over a decade.

The biggest thing for me is the website information. It's overwhelming trying to find a particular topic. Re-designing the web information to be more user-friendly.

Be more responsive

No suggestions

I believe under the current leadership in this program office, services and supports are headed in the right direction. From a state perspective, the staff have a service focus, have been responsive seeking TA providers to support our work and are very willing to provide supports.

By providing consistent staff support, I realize USDOE is short staffed but having to retrain staff who have no idea about the American Indian community is tiring. I suggest a orientation for new staff/Project Officers who assume any SEA, we need to know that the USDOE has a basic understanding of the varied issues SEA's face.

Continue to quarterly monitoring calls.

don't know where to start with this

OESE can improve its services to me by being timely with responses, provide more face-to-face contact/learning opportunities with OESE staff and like program managers. Provided updated information on websites, question and answer sheets, and clear concise instructions on how to implement new procedures, etc.

CUSTOM QUESTIONS

Q14. What suggestions do you have for improving the 21st CCLC Government Performance Review Act (GPRA) measures for the 21st CCLC program? (Open-ended)

The current GPRA measures make use of easily accessible academic data but those large scale assessments were never designed to measure expanded learning and have little alignment to the work in the out-of-school time. Use current research on viable academic indicators in expanded learning environments and incorporate behavior measures used in social/emotional learning assessments. Define college and career readiness with specific indicators in several grade spans. Address GPRS measures in terms of potential data quality issues and validity with smaller population states and programs. Develop categories of outcomes so that states and local programs can individualize without losing some measure of comparability.

None.

The measures could have a better alignment with the authentic work being conducted in the programs

I would encourage including measures of college and career readiness and social and emotional skills.

Again, responsiveness and providing updates.

None at this time.

I would like to have a training on this at the conference, and a recorded webinar so could keep it in my computer for a resource.

need to be more streamlined

None at this time.

Add measure on Social Emotional Learning supports

Change the old ones to ones that are more appropriate for the 21st CCLC program. We have discussed changes at length the last couple of SEA meetings and there should be records of those suggestions (by a variety of SEAs) so this query seems redundant.

identify impact of soft skills, student persistence, interest in school, etc. academic performance on standardized test should not be the only measure

N/A

Revision may be needed to align with what students are doing today.

more focus on best practice and sharing of information among the states

none at this time

Get input from grantees and SEA Directors

None

I believe we should have a broader and more in-depth discussion regarding the GEPRA measures. This discussion should engage both 21st CCLC leaders and expanded leaning leaders to inform the work.

GPRA needs to be re-written to focus on realistic outcomes of out of school time measures. The current measures are not showing true growth for out of school time participants.

Continue to request and track only required information to reduce the data entry burden.

None

No suggestions at this time.

Q15. What technical assistance topics can the 21st CCLC program provide at meetings to support the states more effectively? (Open-ended)

Cost-effective Statewide program evaluation methods, using technology tools to gather and showcase cognitive and non-cognitive measures, providing exemplary grant review processes including rubrics, provide tools to SEA state directors that now have to perform the equivalent of an A-133 audit due to the increase in maximum funding trigger in the new UGG (collaborate with the OIG or risk assessment team perhaps), provide clarity and coaching on what new outcome-focused monitoring will look like and how we can improve the quantitative footprint of our programs.

Career and College Readiness, Inclusion/ADA compliance, quality research-based curricula appropriate for OST programs.

Revise the guidance to officially promote STEM projects

Governance and parent/community advisory boards; youth advisory councils; private school services (when this topic came up at BSH, the guidance provided was not consistent with what is in the Private School Services Non-Regulatory Guidance)

sustainability, parent and family participation

How to make funding amounts/award allocations for programs to ensure that they are provided a sufficient amount of funds to run their programs. / / Ideas on how to effectively manage the 21st CCLC grant along with multiple other programs.

How to use the new data system effectively (how to use this data to help programs improve their 21st CCLC programs. Best practices in monitoring tools

legislative updates and more information or guidance around ELT

Financial monitoring of subgrantees; Avoiding conflict of interest in selecting and using technical assistance providers; Sharing of state annual RFPs and grant applications for New Cohort Subgrantees; More technical assistance based on Beyond the Bell. Thanks!

Collaboration amongst different federal funding sources

The new data collection system and implementation. Guidance on our interest in measuring 21st Century (non-cognitive, career ready, etc) skills as an addition to our evaluation system.

*alignment with other DOE offices / *quality standards /

Best practices on broad categories like hosting competitions, sub-recipient monitoring, data collection, SEA provision of technical assistance, etc.

Monitoring and evaluation tips and guidance for small states and rural areas.

best practices in admin. and programming

any new updates

Working with inexperienced CBOs; How to ensure the Director is really in control of budget

Continue

Community partnerships, sustainability, UGG, managing a federal program.

More time for SEA to talk about day to day operations, sharing of processes, and procedures. I feel like their should be more of a structure for people to have conversations, sometimes the meeting tend to get negative without a leader in the meeting.

How to effectively coordinate with Title I "schoolwide" programs to ensure the duplication of school level reporting and monitoring is avoided. A statement or guidance that clarifies 21st CCLC is a standalone program.

None

Technical assistance topics on program evaluation, allowable non-allowable expenses conversations, and overall goals/outcomes of the 21st CCLC program.

Alaska Native Education (ANE) Program

CORE QUESTIONS

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

Just respond to emails

I was not able to submit the annual grant report on G5. After hours of looking for where to find the place to submit, finally figured out that something needed to be done on ANE side to allow electronic submission. After numerous emails, I finally got a response to sent it via email. Email responses are very untimely and often questions are left unanswered.

Needs to be more user friendly

to actually use current technology beyond a phone call like use Skype, and online video conferencing tools.

1. If you are using voice mail assure that staff clear their voice mail / 2. Our time zone is different then D.C. and therefore it is often tough to get support in a timely manner even when we come in very early.

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

G5

G5 and Grants.Gov

G5

G5

grants.gov

unsure

G5

G5

G5

SAM/Grants.gov

G5

Don't remember

G5

grants.gov

GMS

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. (Open end)

Quarterly report was done in January and had a great conversation about the year

Working with [NAME] and [NAME] on clarification of programs being implemented and the budgets that go with those programs has been an excellent experience with both being very knowledgeable and helpful in the process.

DOE responds to questions quickly and provides information on financial or reporting needs.

I have had great interactions with our Program Managers and the grant leadership from ED.

[NAME] is an excellent partner for us with the USDOE Grant and it's application. I am always sure that anytime i reach out to her, she will respond quickly and have the answers or advise that we need. [NAME] is firm on the rules and her advise on how to apply them.

I misunderstood directions for submission. I was given a complete explanation of what I needed to do.

Personal contact with the program officer

Emailed a question and got a response in about two weeks.

We contacted the program head and they got back to us the same day.

[NAME] always gets back to us with questions. He lets us know when he is out of town, and and gives us times when we can reach him. He is very knowledgeable and experienced. [NAME] came out to Alaska with her team last August, and she was amazing--very inspirational and a great relationship builder. The whole experience and one-on-one time was impacting. It helped build that communication between our organization and the ANE/USDOE.

[NAME] is always on top of it. He makes time to answer any questions that pop up and is always friendly.

We had an onsite audit and the staff were very helpful in probing deeply for meaningful answers and quickly provided guidance.

None

The quick response to our budget modification.

G5 support

Receiving follow up phone calls from Program Officers in response to direct questions regarding the programs and projects in a timely manner. This is important for making decisions at the program implementation level.

prompt response to e-mail regarding how to provide additional information in a report - and willingness to accept it via e-mail.

Our grant officer [NAME] has been most helpful in regards to the annual progress reporting as well and making himself available for questions. He is consistent in his charge to meet with me by phone and is a pleasure to work with.

When I have emailed the response appeared friendly and was sent in a timely manner.

Our Federal Programs Officer and Director have responded quickly to questions. Most recently my scholarship awards were questioned by our financial aid director and the FPO provided an excellent and very quick response that moved the issue forward and toward immediate resolution.

My last quarterly conference call with my program officer was very professional, supportive and made good use of our time. I felt the program officer knew about my grant and cared about its success. / / When the G5 system was down right before the annual performance reports were due, my program officer was able to give me an extension on the submission deadline. I really appreciated the immediate support by the technical staff (G5 related) as well as by my program officer in terms of extending the deadline.

When information or guidance has been requested, it has been responded to quickly.

I don't have one particular time that the Ane staff were helpful. Whenever, I request help or just need to discuss an idea, the staff has been helpful.

Annual grantee meeting, introducing the Alaska Native Education Equity grant and DOE staff who work with the project. They were informative and responsive.

[NAME] and [NAME] are very responsive and easy to work with. The convening in DC was wonderful .

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)

N/A

There has been little support focused on increasing capacity for the project. Also, there is often a lot of pressure to make sure funds are spent quickly or returned over ensuring the success for the intent of the project.

Slow responses at times from ED staff.

None.

N/A

Emails several times, and finally got a response by cc'ing supervisor.

It's been pretty good the past 12 months.

None. The department has always been very very responsive to our needs.

The G5 system was down =(

My assigned program officer has never had a phone call with me and has only emailed me twice. The emails were standard emails, not personal or unique to our grant.

Can't get person to respond after repeated phone calls and emails

N/A

N/A

I do not have a worst customer service experience to report from the last 12 months.

occasionally there are delays in getting responses to questions.

I really can't say this is bad customer service, as it is more than likely my weakness. It is difficult to navigate the DOE website and find exactly what I am looking for. But, I have this issue with many websites and have to take on the responsibility that much of the problem lies with my inability or lack of patience.

None

None.

I don't have any negative customer service experiences to report on the past 12 months.

None.

None w ANE staff

Have not had any negative experiences with DOE OSE staff at all. They have been top notch!

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

I feel that they are competent and professional and do not have any recommendations for improvement at this time.

OESE can provide more resources for building capacity in specific areas, provide opportunities for networking and establishing a learning community, and work with us to support the intent and objectives outlined in the grant. That being said all of the project staff is very courteous and fairly responsive when there are specific questions. Most of the focus is on the grant management and monitoring aspects of the grant.

I would very much appreciate an easier to use system for APR reporting than the G5 system. Also, more notice for when APRs will be due each year would also be very helpful. Last springs notice was very short with limited report preparation and data analysis time.

I think we're good. The process has been a bit cumbersome but all in all effective.

They had the annual conference in Alaska - that is helpful.

More focus on the content of the program; sharing what others are doing; sharing findings and lessons learned

At the annual director's meeting, cover ANE grants management, not how to write a grant. We are successful grantees, we already wrote a successful grant. Respond to email inquiries in a timely manner.

More grants and a quicker turnaround on grants.

Please help your program officers be accountable to monitoring their assigned grantees and build personal relationships with them in order to coach and assist the grantee to get the full potential out of the initiative that is being funded.

Consistent communication with timely answers within at least a week's time

Hold an annual grantee conference to share successes and learn from others.

Thank You

Overall it takes awhile to figure out the system for reporting, there could be additional ways to provide technical assistance by region or by similar programs and projects by sharing between recipients to help with the learning curve in reporting.

I think the addition of staff - even admin assistants - would make for a more responsive system

The only issue at hand now is the new language regarding who is eligible for funding through the ANE program. The Alaska Native Heritage Center is NOT a tribal organization, as it serves ALL of the Alaska Native peoples, not just one "tribe". We have successfully delivered nationally award winning programs to Alaska Native students for more than 15 years. The new language stating that only organizations with federally recognized tribal status can qualify for funding could put us in jeopardy of continuing to serve the Alaska Native students in Southcentral Alaska.

It's imperative to hear about whether we receive grants prior to the start of the school year.

Our program is unique. One of the best and most valued opportunities is a formal, structured grantee meeting that allows networking. We can learn about other programming and learn from each other.

I think the staff is doing what it can in an era of time and financial pressures.

More contact and familiarity with our program.

The human side of the ANE department has always been very helpful; my only complaint would be the G-5 system isn't very user friendly.

Not really sure how services can be improved at this point. OESE has been very responsive. Our agency has worked with staff from the U.S. Department of Justice and with SAMHSA at the U.S. Department of Health and Human Services. OESE is comparable to the best of services we have experienced.

CUSTOM QUESTIONS

Q8. What technical assistance topics can the ANE program provide at Project Directors' meetings to support the implementation of your grant projects more effectively? (Open-ended)

I think they have been very effective thus far

effective practices in instruction, cross-sharing of successful projects in Alaska, engaging families in projects, building bridges across LEAs and tribal organizations, evaluation support, etc.

unknown

N/A

There is a mismatch between many of the program goals and actual programs and the way Congress wants us to report findings. There needs to be other ways to report on the success or lack thereof .

ANE grant management, instead of how to write a grant. We have successfully written a grant and need information on grant management, how to use the G5 system, where to get answers to questions, and how to contact them for timely answers.

Backdoors within the G5 program.

Yes!

Ways to do more formative evaluation of program activities during the life of the grant so that mid-course corrections can be made. The formative assessment activities should have more of a qualitative lens than quantitative. This can sometimes take more time, but in the long run is more useful. OESE staff should be more "coaches" in wanting to help grantees succeed than in being compliance monitors.

Use of reporting

We have not had a Project Director's meeting, but I think it would be very helpful to learn and share with other grantees.

Not sure

More sharing out between other grantees to see what works. Provide Webinars inviting all grantees to attend with technical assistance focus on common topics that are helpful for everyone.

maybe semi-annual calls including grantees with complimentary programs to increase cooperation and improve capacity

Helping us aging Baby Boomers how to better navigate the website!

None at this time.

An opportunity to meet one on one with the FPO regarding specifics to our grant is valuable. An opportunity to network with other grantees would also be helpful and appreciated.

grant evaluation, budget

Using the website and submitting performance reports.

More detail on quality reporting.

Q10. What suggestions do you have for improving the annual performance report process? (Open-ended)

We have had issues with character counts being limited

None

I had a hard time navigating the system, but if it was working it might be fine. The structure of it does not allow us to report on some of the richness of the project.

Use a different and more intuitive system. One of our grants was not available to access the APR from my login even though it appeared to be from our Program Manager's perspective.

ways to report findings other than gpra data. The data collection/reporting etc. is basically meaningless. Even if students score well on standards based assessment there is no way under the current way of reporting if these results have anything to do with the program...similarly the opposite is true....

Turn on the feature that allows us to submit a report.

We have had sporadic luck with the G5 system for grant reporting. When it works it's great.

none - If I have a problem, I contact our officer and he supports and assists us.

none

Must be more user friendly to input information

I was unable to submit the performance report through the system for year one. Hopefully, it will go better next year!

none

Having the ability to work open more than one page at a time.

not sure

Have the OESE be able to receive APRs electronically via email.

None at this time.

Easy access to federal forms... it was a bit of a hunt to locate the correct forms online.

Have the deadline consistent from year to year - April works better than March.

A little more handholding to those of us who are technologically challenged.

The online version of the performance report was difficult to navigate. There were responses required that had logic applied that did not make sense in some instances. We did not have clear access to information on how to navigate the reporting system to account for these issues.

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.

SIG, Title I, early childhood

Just simply knowing what other federal grants and federal programs states are involved with, especially the state level people that are involved in multiple programs, would be helpful.

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

For reporting purposes. We are required to complete numerous reports and have requested that these reports be a running record online so we do not need to submit a new report each time, which has been very time consuming and quite frankly a waste of time -- time that would be much better spent supporting our districts. It has been unreal the burdensome paperwork required by our program officer. I have never had this experience with any other grant or effort.

agenda ahead of time, questions to think about ahead of time, ways to engage states ahead of time

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

G5 system

G5 and emailed state reports

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)

Responding to emails within 24 hours. However, responses are difficult to understand and are often conflicting.

Responding right away to my questions. She is very prompt with her responses.

Learning that we received our grant funding for year 5 was a good experience. The PEN meetings were also good experiences.

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)

Constant changing of reporting formats. inconsistent responses to grantees. Does not listen to questions or concerns. Provided completely inaccurate information regarding the grant legislation. I had to point it out in the RFP and explain it several times before our program officer finally seemed to get it.

A continual frustration is with the reporting. Expectations are not clear, reporting formats change. Guidance changes. Our fiscal department is equally frustrated. Feedback on submissions are not timely, but have improved over the past 12 months.

I was included on an email string that included the other state leads for SRCL (which I am one of). There were questions going back and forth and at one point our Dept. of Ed. representative stated to another state leader "kindly forward your individual questions to directly to me so not to tax everyone else's email" to which I replied "you need not worry about taxing my email on questions such as these, I appreciate them." I was then reprimanded in front of the group with the following email, which much of does not make sense nor does it relate to my statement above: / / Good afternoon [NAME], / / Pursuant to the Department's policies regarding grant performance and administration, responses to inquiries from grantees are the responsibility of the program office not other grantees or external sources. In part, the rationale is to determine the specific facts and circumstances surrounding the inquiry and to ensure uniform consistent application of ED policies and procedures. Responses from outside ED to questions directed at grantees operating in multiple contexts can and often do send mixed messages, the result of which can lead to misinterpretation and confusion concerning the application of ED policies and practices. In addition, while some grantees may not find it taxing, other recipients copied on these kinds of emails do. / / I view my relationship with each grantee as a partnership, and encourage ongoing knowledge sharing and inquiry through several mediums established in consultation with the grantees. Respectfully, I ask that you forwarding emails regarding individual grant management and TA inquiries grant the SRCL director network via email and to USED management and contractors. Going forward, in such matters, your correspondence should be directed to me to help ensure appropriate program administration. / / Thank you in advance. / [NAME] /

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

Appoint program officers that know the program well and are willing to truly support and listen.

OESE can improve its service by being sure guidance is clear and consistent before sending out.

This is the only program we have been frustrated with. Other federal grants we have been involved with have had much clearer expectations and consistent support and feedback. Possibly supervisors could do a more thorough job on monitoring state's satisfaction with the support from their program officers and intervene with assistance for their officers. This same survey was given last year and we know other states were equally frustrated and expressed their frustrations, but it didn't seem that this survey was addressed and made a difference.

Since we are in the final year of our grant I don't see how OESE can really improve its service to me at this point. Much of what we needed to learn we learned on our own and through connections with other state leaders.

Mathematics and Science Partnerships

CORE QUESTIONS

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

webinars, online modules regarding frequent questions/issues

Less duplication -- asking for same information is too many different places

More frequent webinar outreach; ensure that all state coordinators receive invitations to the tech-enhanced communication.

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

APR

apr

MSP/APR site

APR

https://apr.ed-msp.net/users/sign_in

dont know

MSP APR

ED-MSP-net

APR

ON LINE ANNUAL PERFORMANCE REPORTING SYSTEM

MSP online reporting

APR

Online Annual Performance Reporting System

Annual Progress Report OMB No. 1810-0669

MSP.net

ON LINE ANNUAL PERFORMANCE REPORTING SYSTEM for the MSP Program

APRnet

<http://www.ed-msp.net/>

MSP ED APR

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)

MSP Help is always quick to respond to questions and concerns with the online system.

sharing up to date research based information on best practices.

Available to answer questions, and response time is good.

Participating in the webinars to get a better understanding of what is expected.

Always get a quick response from the team that provides assistance on the website.

I have only had one customer service experience in the past 12 months. I asked for clarification of the definition of "high-needs". The guidance I received was I am sure correct but not very helpful.

Discussion regarding potential focus for CA MSP grants

Assistance with accessing and updating APRs.

Informative Conference calls with updates on ESEA Reauthorization.

I called our state contact person to discuss potential ways to enhance our state level project. I was quickly able to speak with the director. She was very knowledgeable about the program and able to point us in the right direction.

All experiences have been positive ones. Each time I emailed, I received a helpful response on the same day.

Assistance with APR system is always amazing and fast and accurate

Effective, efficient, and expedient response to inquiries. The US Department of Education, Abt Associates conducts an annual review of the evaluations of MSP projects that are in their final year of funding. The purpose of the review is to identify projects using rigorous research methods that yield scientifically valid results. The report states receive has been very helpful. Additionally, state coordinators have been included in the planning of the annual meeting so that our needs are addressed. Excellent staff at US Dept. of ED and ABT. I feel comfortable and welcome asking questions, giving recommendations,....a wonderful working climate with a shared mission of improving STEM.

I always have great service. I typically will email an inquiry and get a respond within a day or two. I have no complaints.

The Program Officer has always been very responsive to my concerns and questions. I usually hear back from her in less than a day.

The continuation of annual conferences for state coordinators and subgrantee project leaders. Quick response to adding new SEA program manager as a contact;

The folks at Abt Associates, who provide technical assistance through the msp support site, are always helpful, efficiency and prompt.

N/A

Quick responses via email re: technical assistance needs.

[NAME] has been efficient and clear with explanations. As a new MSP Coordinator, he has been most helpful in answering questions and providing guidance.

All my customer service experiences have been excellent.

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)

No definitive answer on Administrative % to states

none

N/A

I can't think of one

None

n/a

None...maybe a delayed email response??

I did not have a negative experience.

None

I have had no bad experience. I may have had to wait a day for a response to an email instead of a 1/2 day. Truly, that would be the "worst."

None

There was a period of transition when new people were coming on board and I had to wait several days before anyone could answer my question. The main program officer was out, the new one that had been assigned to me was out, and it seemed no one was answering emails. I got a little frustrated. Issue was resolved.

Not having been included on an announcement of a state coordinator teleconference.

N/A

N/A

Not able to contact directly by phone.

There has not been a poor experience, however, I am looking forward to the meeting in September as there have been times this past year where I have not felt confident in doing all that I can to support the MSP grant awardees and to hold them accountable for their implementation plan other than the reporting process.

No worst customer service experience with the US Department of Education staff who work on this program.

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

Be at least a little familiar with states that are not on the east coast and the challenges we face.

Help with more definitive answers on use of funds and administrative costs.

continue the good services to states

More FAQs, develop an online chat community for states to interact and share ideas and questions.

I like for our grant to have a yearly workshop so everyone involved with the program can be up to date and everyone would have the same information.

The are doing a fantastic job.

They do a fine job

My Program (MSP) would benefit from more sharing and collaboration across states. Currently there is one conference a year which is great but not enough.

Maintain open lines of communication-Thanks [NAME]! / Continue to be responsive to feedback from the field.

Perhaps monthly or bi-monthly updates on Legislation, APR system changes, etc, via email??

N/A

Keep doing what you're doing. The program officers seek input from the states and tailor many of the services to the needs that are requested.

The only thing would be to make the website and the progress reporting site more user friendly. So often I am forced to log out and log back in because it isn't computing something.

I have not had any problems.

Don't know.

Make guidance documents (particularly EDEN file specifications) available in plain English.

More support for first year coordinators using a mentor system.

I consider that they are offering excellent services.

CUSTOM QUESTIONS

Q8. Do you have suggestions for improving the annual performance report process? (Open-ended)

No

Please provide a much shorter manual of instructions with the basics of navigation.

The system should save periodically and on close (ask first). The menu on the left side (in the APR report) should be static until clicked instead of expanding on roll over. There should be an option to copy selected sections from the last APR into the new APR. Lastly there should be a flag or something that lets me know if the grantee ran the check.

the same thing as with this survey -- it is too long and too redundant

No - we receive regular updates on any changes/improvements.

No

Thus far, the staff has been open to suggestions and input from state coordinators. The only suggestion I have is to continue to nurture that openness and responsiveness.

no

no

For administrators, expand information on APR report status (e.g., date submitted) and make the information downloadable in Excel format.

Q10. What can OESE do in the next year to support the states more effectively? (Open-ended)

continue the support

Continue with the webinars and maybe have recorded "trainings" for new MSP leads

Personally, I would like to have a better understanding of the different evaluation designs and when it is appropriate to use each one. We originally had hired a State evaluator, but now each project is responsible for acquiring its own evaluator. I would be a better resource for the projects if I had more depth of knowledge on the subject.

N/A

Keep nurturing relationships with the states. The staff/contractors are a huge asset to the program.

Continue providing the annual review of the evaluations of MSP projects in their final year of funding. Continue allowing us to have input into the annual meeting. Support an annual meeting for projects. Provide non-regulatory guidance.

Continue in-person annual meetings with SEA state coordinators and subgrantee project leaders.

Provide a toll-free number for technical assistance.

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.

Being able to be on a conference call with more than one person and discuss the pending issue so that everyone is hearing the same thing.

Consistency in auditing. Also, if I have two districts, it would be nice if I could be audited by the same auditor so that consistency is easier.

For same program have received calls from different individuals. They should collaborate and combine this effort.

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

I work exclusively with grants. It would be helpful if you just sorted grants by K-5, and Secondary School and Higher Ed grants. When I use the search engines I invariably get 1,400 "eligible" grants, most of which are research grants for universities - not public k-12 schools.

Keep the delivery interesting with expression in the presenters voice.

The webinar is ok, but basically the presenters just read a powerpoint. I can do that myself.

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

AS400

Not sure

excel documents

iGrants

WAVE

G5

STARS

G5.gov

PMS

NOT SURE

Georgia Portal

G5 website

n/a

SAM

word/excel docs emailed

EdData

MSIS

grants.gov

G5

G5

document tracking

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)

NA

The staff at the USDE has been very easy to work with when we have had to call them or respond to a question they may have had.

Going to the presentations on line for the next years survey.

Personal discussions about whatever the issue was.

I have very little contact since the application has been on line. Always get a prompt response to my questions whether on line or by phone.

Getting sound information to questions asked.

I have not had to call in the past 12 months. But when I did in the past they were very helpful>

Answered my questions promptly.

I have no comment

I have no idea what you are talking about.

I have not had the need to contact customer service in the past 12 months.

N/A

PROMPT SERVICE AND PAYMENTS

I had a couple of phone calls that were responsive and helpful, but then it changed. I leave messages and get no return calls.

I find the Webinars very useful.

Email response within the hour

Emails are clear in request for information and responses are timely and clear.

I have the best relationship with your username/password people, because the website requires that I change it every six months and it more often than not doesn't go smoothly

I have had to check DONT KNOW/NOT APPLICABLE primarily because this office, indeed the Department of Education....does not contact me..... / This, for all I know, might be a good thing.

There was an issue with a grant submission and the staff were very proactive in helping me fix the issue to avoid any problems with grant approval or payment.

Any time I send out a HELP message I get a quick response with direction.

[NAME] has always been available to answer questions and give support where needed.

I needed to rewrite a section of my IPP's and for the Department very helpful in this process. It took me a couple of drafts!

Recently received assistance on survey forms submitted. Was given instructions and guidance on how to solve a problem that was on the survey forms.

Very patience in answering questions regarding G5 use.

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)

NA

None at this time.

Trying to get forms approved that were approved by another individual, and then being told that they are not correct.

Keep getting conflicting information from people in the same positions.

Office requested all special education student names and identification information as back up even though none of these students were claimed on the application for grant funds. Was told if we did not comply we would not receive our funding.

Again, very little contact so I have nothing for this section

Not Applicable

None

none

I have no comment

I have no idea what you are talking about.

N/A

I feel like you do not get enough detail in the initial Impact Aid documents until you are Audited. Then the scope of how they want everything completed comes out in the Audit and then you loose some of your funding based on a line not being complete. We had issues for our Civilian Personnel that work on Fort Gordon, Georgia and did not realize even if a parent puts the address of where they work on Fort Gordon, Georgia if they do not list the main Address of Fort Gordon as their Federal Property address if wouldn't be counted. I think if a parent puts their employer address and Fort Gordon, GA and they sign and date the form then they are stating they are employed at Fort Gordon, GA then that is all that needs to be required. Now I am having to totally change my survey form so the parents can understand this additional step that is required. I basically used the Impact Aid sample form as my guide for the form completion for 7 years and then when audited I felt that section was not completed correctly. I listen to the webinars every year and basically until this current year it was pointed out specifically what was required. I was given the benefit this year for my forms and more were counted, but I think it is a technicality and as a parent if they are giving me the employer name and employer address that is located on federal property then they shouldn't have to repeat and list the federal property under Name of Federal Property or the main address of the post.

NONE

I leave voice mail and send email and are either ignored or told we are busy auditing over the next couple of months. I still haven't heard a word and have stopped asking about any status on where I stand with my grant request.

No bad experiences!!

The expectations of the Dep of Ed staff us to have our entire parent population understand the survey forms and their nonchalance toward the hardship they imposed on us when the forms were not properly completed really was uncalled for.

I was audited on my impact aid applications for 2016. I was sent a letter stating the applications (which passed audits in the past) were not acceptable for a multitude of reasons and my applications were denied to the tune of 1 million dollars in lost revenue to my district. I wrote a very pointed and concerned email which was responded to by [NAME], wherein he threatened to audit every year I have submitted an application in the past. That was really pleasurable. After speaking to the individual handling my audit, it became clear I could correct the issues. However, the letter denying my district the funds, was not. If the funds had been denied, it would have cost me and every individual in this district their jobs.

I have had NO EXPERIENCE with direct contact with the Department of Education. My only experience comes from adhering to all the rules and regulations required...in addition to state and local rules and regulations. The Federal legislation is usually tied to funding and accountability. It is the governments that add layers of additional work to already over-worked people....federal, state, county and even local legislation are the ties that bind.

After filing an amendment the person who called to get additional information was very rude and did not even know who he had spoke with at our agency.

There is always some question as to when we can expect grant payments depending on federal budget issues, and frequently emails and voicemails on this topic go unanswered.

None

Too much government involvement (bureaucracy). I have worked for the same School District for 28 years and the amount of Federal Regulations that are now required are impossible. Need to trim down on regulations.

I did not have a bad experience in the past 12 months. The only thing is, sometimes I cannot understand the accent of the people on the other end of the phone. I have to have them repeat.

none

None

[NAME], January 30 I uploaded my signature pages and assumed that my application was complete. This morning when I saw that I had received an email warning about signature pages I called Impact Aid to see if they had the signature pages that I had uploaded Jan 30. I discovered that there was an add button and submit button that was below my screen. When I scrolled down after uploading the pages again I saw the add and submit buttons and [NAME] acknowledged by phone that they had been received. I have been successfully submitting the Impact Aid application for 12 years. In the past I have always emailed the pdfs of the signature pages. / / I am requesting that my application not be assessed the 10% late fee. I had no indication that the signature pages had not been attached to the application until today. Our district stands to lose \$20,000 if the 10% penalty is assessed. Impact Aid is a very important source of operating revenue for our district which is comprised of 25% native American students. If the new method of transmitting the signature pages had not been available, my signature pages would have been sent by email and my application would not have been marked late. Thank you for your consideration in this very serious matter. / /

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

NA

We have had no problems.

responsiveness to need

In the application forms the format or template for reporting information needs to be included as forms change periodically. The blast emails throughout the year are nice, but most end up in spam filter. If there is a specific template for reporting student information for the grant it should be included in the grant submission paperwork.

Do something /

no comment

Keep doing what you are doing. Having a source for valid information as well as offering on-line/phone assistance makes the process smoother.

Keep everything simple as possible to understand.

Nothing at this time

Let me know there will be a survey so I can keep track of the services provided.

Explain what program you are talking about in this survey or who you are talking about- perhaps what you are talking about. There are no specifics in this survey and I have no idea what you are talking about. Being I'm the only administrator in this school district you would think I might have a clue what this is about, and since I don't, I'm a little irritated by this survey.

It wasn't the OESE personnel as much as them stating that their legal team has said they have to require every line in a section to be fully complete or it cannot be counted under the Civilian section of the form when a parent is stating the information and signing and dating it and you know it is on Federal Property. Also, if Impact Aid is a

Federal Grant not a state grant why is it that if our students in Georgia at our school has a parent working in South Carolina on Federal Property why we cannot count that student because the State of South Carolina won't loose anything because they are not educating the student we are and it shouldn't matter what state the parent works. Thank you.

SEND COPY OF NOTIFICATION OF PAYMENTS TO THE EMAIL ADDRESSES

I have good ideas that I can't seem to share with anyone at the Dept. of Ed. I met with my congressman to share my concerns and my ideas for improvement. Maybe someone will listen eventually.

N/A

Make the "search" and "menu" on the OESE website better. It is often difficult to find Guidance documents and forms even though you have the exact titles for which you are looking.

Make your paperwork user friendly. Understand that normal everyday people work with your forms and are not used to dealing with government tedium. Provide increased training and helpful scenarios instead of reading a slide presentation. Answer emails and phone calls in a timely manner.

Offer guidelines that are consistent, easy to follow, and stay the same year to year.

What service?! / Enough said.

Not sure.

Some of the information from OMB could be better geared to the hands on use by the grantees in their day to day operations - more concise less verbage.

Stop with all the regulations!!!!!!!!!!!!!!!!!!!!!! You are killing small school districts.

The only real complaint I have is sometimes I do not understand the person on the other end of the line, because of an accent. There really is nothing that can be done about it. I am not saying accents not from the United States, I am saying a DC/Southern accent. There is nothing that can be done about that, only to ensure that your staff understands that it is difficult for some mid westerners to understand and to have patience with us.

Keep up the good work!

CUSTOM QUESTIONS

Q9. Please explain. (Open end)

Did not explain in terminology that the average person can understand.

Previously it wasn't clear, but they are now adding more information to clarify detail of what they are wanting to prepare for your Audit. I think when you first begin doing the Impact Aid program it would have been nice to have someone come and explain in more detail how the forms should be completed and then be blind sided during an audit and think you have been doing it correct for all these years. I am very detail oriented and I work hard to get my schools to comply and it was upsetting when the audit pointed out details that seemed more of a technicality in the completing the forms.

The webinar and powerpoint slides were self explanatory. So basically I didn't need to listen to someone presenting the webinar when I just needed to print the slides and follow them.

Q12. Please explain. (Open end)

The initial letter outlined the information requested. The subsequent phone calls we made to get clarification and mail responses outlined the specifics in more detail. It was only after questioning why some elements and students in our submission were rejected that the Impact Aid office provided the templates and forms structures they said were required. If a format is required put it in the submission before we send it in. Some information and data is not warehoused in our database and is not easy to obtain from the base liaison office as they do not have complete access to all information required.

Just that they had to be in a particular set by table and alphabetized. I think the Civilian section of the form was what I was blind sided on how it should be completed and it wasn't clear in the past.

First I was told I would be visited in person. Then I was contacted and told to send everything in. It was very disorganized, I had no chance to explain our circumstances and didn't have a good receptive person

not all items in the letter applied to my district.

I did not see the letter.

In a very busy time of year, too much requested at one time, hard to follow direction because of large request. /

We submitted our application the same way we have for the last several years but during our review we had to completely change our source check. Of course we were unsure what they wanted so we had to ask for examples. We made the corrections but haven't heard anything.

I called the program analyst. She was extremely helpful. She explained the issue and told me how to rectify the problem.

Q14. Please explain. (Open end)

It has been more than 30 days since the materials were submitted but have received no response from the department.

All I have received is questions regarding my data and after I have provided an explanation; I am usually told that we're good.

For the review that we have it took months to hear back from anyone. I am still dealing with the review. Now it is in my lap, I have a new person that I am dealing with and she is awesome! I am the one holding things up right now,.

I did not have a review.

I have tried to get help on my application - in particular with regard to HUD, but have received no help from HUD or the Dept. of Ed. This process for applying is daunting. The collection of data, the scrutinizing of the data, the signature verifying the data boil down to one big bureaucracy that works to make school divisions fail in receiving impact aid. I feel that I have wasted hundreds of hours of work trying to complete this application and still have no follow up on where my application is. I blame the fact that the Dept. of Ed requires parent survey information to be done by hand on a hard copy for each and every student instead of allowing the school divisions to have parents enter their information electronically. Then the Dept. of Ed scrutinizes every possible error made by a parent on their form and then eliminating the form from the survey. It all seems very rigged and constantly assumes that school divisions are lying to the Dept. of Ed.

I still have not received one of my reviews after three months, but they say its on the way. I hope I passed because the deadline to amend is fast approaching!

NA

It took a substantial amount of time to get the results.

Not applicable yet

we did not have a review so would not have received info on the outcome

There was confusion with the submission. The information was submitted via e-mail and was not received... had to send a second time. /

Haven't received the review from our last monitoring. Everything was submitted in April.

We submitted data on July 10 and still have not heard anything back about the materials submitted.

Q17. Please provide any additional specific suggestions for how the Impact Aid Program can improve customer service. (Open end)

No problems.

nothing at this time

Keep in mind we are average citizens reporting on our students and do not know all the political terms used.

The staff member that helped me was not knowable was very frank.

I went to my congressman with my suggestion on how the Impact Aid Program should be entirely online for parents to fill out their information and stop the 100% audit of 100% of all divisions, 100% of the time, every year. Audits are supposed to be samplings and they should be randomly selected unless given cause. You cannot get a hold of people because they are pouring over hundreds of thousands of pieces of paper in the hopes of finding an error to exclude a parent survey. Ridiculous!

Make the directions clearer and remove outdated forms from the website.

Simplify forms.

Give both of my districts to the same auditor, and don't have a separate auditor for individuals working on non-taxed lands. It should all be one person I deal with, not three.

I contacted the person issuing the letter, left her a voice mail and NEVER received a returned phone call.

I believe you do a nice job.

Keep up the good work!

Payments for Federal Property (Section 8002)

CORE QUESTIONS

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

The website is not easy to use and I find it confusing

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

Not sure

NDE State Portal

g5.gov

G5

Don't know

G5

g5

unknown via website

G5

g5

n/a

G5

internet?

na

G5

APSCN..not sure what to answer here

G.5

lumen

G5

G5

G5

G5

Microsoft Excel

SIS

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)

Not sure

Have asked questions of [NAME] - he's very good and responsive. Explains the information he needs very well.

I have talked to several people regarding customer service. all of them were professional. One particular one, though is not only professional, but compassionate. Each time I contact her she makes me feel like I am the most important person she has helped that day. She has been a blessing to me. / Her name is: [NAME and CONTACT INFORMATION]

I've only been here 12 months as was able to call and get good information on navigating the website

I have not had to work with the staff regarding 8002 concerns/issues.

I got a quick response when I contacted the agency via email

[NAME] has been outstanding in her efforts to provide data for schools participating in the Impact Aid Program.

[NAME] is always great to work with. When completing my application, I typically have some question, so I email her. She responds immediately.

We needed to clarify some information and the person that called was very helpful. [NAME] and [NAME] were very, very helpful.

I had no clue how to file Impact Aid application when it was assigned to me in 2013-14 school year but a US Dept of Ed staff person walked me through process step by step and emailed instructions to me as well.

[NAME] is amazing. He answers questions when we call and he is always willing to go the extra mile. I've worked with him for several years and find him to be more willing to help than any other person I've contacted.

n/a

Have called and spoken with my State liaison several times very helpful

The Impact Aid department is always professional and very helpful with my questions about application preparation, submission and payment questions.

Everyone always answers my question.

someone gave me answers to my questions /

They have been excellent to work with.

willingness to help, go out of the way to answer questions, returning phone calls/email in a very timely manner

I've only been the school superintendent (Bon Homme School District 4-2) for approximately one month. The one contact I've had was highly diligent in her responses to my questions. I enjoyed the experience.

Quick, helpful responses with technical issues submitting my data.

[NAME] has been a wonderful resource and has been able to help us find solutions to reporting in our unique circumstance. Single school district, surrounded by federal and state lands. Now a large % of homeless camping on said lands. All surrounding property is not developable due to park, national forest and BLM properties surrounding town.

Consistent application process

N/A

I have to call every time for something. They are most kind and led me through whatever I am having trouble with. Sometimes it is just not reading through to the end, but most of the time it is getting on the system for the first time and passwords etc.

The individuals that work with our district on the analysis of our Impact Aid application have been responsive to our needs; available by phone, internet and email.

Haven't talk to anyone in the past 12 months.

n/a

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)

not sure

I have never had a bad customer service experience.

NA

I have not had to work with the staff regarding 8002 concerns/issues.

I did not receive notice that application was due. Also, training used terminology that was familiar to them, but not to us, and it was not explained.

The Impact Aid Office lost or fired it's vendor for collecting and providing data. We have not been able to access accurate and reliable data from the program for a number of years.

I do not have any negative experience recently. One year I received word that our grant had not been received. I had submitted it, but something went wrong with the website on the federal end. The initial period was not positive, but I won the appeal because I had proper documentation.

None.

n/a

I haven't had one.

n/a

Notihng comes to mind.

Only problem is sometimes I leave a message and it is not returned.

havent had any

N/A

staff thought some info. hadn't been submitted but it had--this was not a big issue and I simply sent the info. again

See above!

Inability of staff to sometimes apply/accept the appraisal system used in my state to the needs of the 8002 application.

Cannot get answers to our questions or guidance as how to proceed to get those answers

Our district is an Impact Aid district. We work directly with USDOE on the application and payments. The program analyst assigned to our state is very difficult to work with, does not respond to emails, will not answer questions and does not offer assistance in any way. Our organization has met with her boss, [NAME], multiple times regarding her unwillingness to assist. This is the only way our district received resolution with a matter she would no longer respond to. [NAME] assigned another analyst/staff member and the issue was resolved within a week.

N/A

People being out of office is the biggest thing I have encountered. They are good to call when they return to work.

An application was lost when our fax machine wasn't working and we faced a 10% penalty, because we did not have the fax verification and the form was mailed in.

Same as above.

n/a

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

continue communication..

Changes are made from time to time on grant forms. The changes are often very confusing, and difficult to understand.

The navigation on the website is hard for a new person coming in. Was frustrating at times to find the grant and how to access it.

Provide better training in more detail, explaining better.

The people in the Impact Aid Office are very personable and try hard to help but the system apparently does not allow them to provide data requested.

Anything that can be done to simplify the process is always appreciated.

I have no suggestions, I get done what I need to get done.

The service is great (interaction with staff members) but the website is not user friendly and the information regarding Impact Aid is hard to find without help.

It is a political issue with funding. Not a personnel issue. / Federal lands potentially paying pennies on the dollar is a significant fiscal burden.

Making "real life" people available that are knowledgeable is always better than a computer. Ease of operation of technology can never be bad, but humans are far superior.

you could make this survey shorter

N/A

Overall I am quite satisfied.

dont send me these surveys. any time gained with your improvements is lost taking these stupid surveys

Everything has been satisfactory.

continue to provide webcasts, email listservs, etc. to communicate info.

Continue to upgrade your technology. It will only help the school districts involved, and OESE itself.

Consistency each year in how I submit my 8002 application. When I work with this application only one-two times a year it would be good if there weren't new procedures. Thankfully most everything does stay the same for the most part.

Would be nice to talk to someone with knowledge of our unique demographic situation. Most OESE employees cannot imagine a community with no services such as gas station, grocery stores, or hospitals. Our student families travel 40 miles or more for these services. Our school offers internet access for the whole community. High school students commute 40 miles daily- over a mountain pass that sometimes has snow or is closed due to snow.

More contact and guidance to those groups who are affected.

N/A

Have someone in the office to answer questions at all times during the work day. Make sure that enough reminders go out in case the blockers on computers are getting them the first times. Make sure people know to read to the very bottom so they know it is verified. etc.

Streamline directions

Making the online application process less cumbersome and more user friendly.

CUSTOM QUESTIONS

Q8a. Please explain. (Open end)

There is too much detail to be covered in a single webinar. Perhaps it should be broken down into smaller segments.

Q10. What additional communications would you like to receive regarding the status of your application, prior to receiving a payment? (Open end)

not sure

Only the Superintendent gets notice of the payment instead of all involved and on the contact list. With changes in Supt. at our district, I never get them and have to request from program staff. Program staff have been very helpful with this.

I would like to receive monthly newsletters or have access to other information that is easy to find

None - It is always a surprise when I receive a payment. It would be nice to have some notice.

None

any areas that I may need to improve upon

More contact and explanation needed

It would be helpful if our analyst responded to emails. See earlier comments.

N/A

Expected date of payment

I would like to know if I need to do additional work on it.

All communications have been extremely helpful, however from the time submission occurs until payment is received there is insufficient communication.

I would like to be informed if there is any problem with my application once a problem is determined.

I would like to be notified updates on when the OESE projects payment dates so we can plan at the LEA level.

Race to the Top - Early Learning Challenge Fund

CORE QUESTIONS

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

Grads360

GRADS

GRADS 360

GRADS360

GRADS

GRADS 360

GRADS 360

GRADS360

GRADS360

GRADS 360

GRADS

GRADS 360

I don't know what you are referring to in this question. Is this what is in the APR? Does this refer to reporting on performance indicators?

Grads360

GRADS360

GRADS360

GRADS360

GRADS 360

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)

Our officer went way out of her way to help us connect with those in the federal department who were in charge of higher ed rules to help us make sure our credentials system and the federal rules around financial aid eligibility were in sync.

We don't have any specific areas to highlight.

It's hard to identify just one as our Program Officer ([NAME]) has been helpful in many facets of administering RTT-ELC. Overall, she has been most helpful in presenting processes in a clear and supportive manner. This work, while worthy, is difficult to implement in states. Having a Program Officer who added to the challenges would severely hinder implementation. In [NAME], (as well as her HHS colleague [NAME]) we feel that we have thought partners.

All interactions and experiences have been professional and helpful.

Responses to our questions are consistently prompt, courteous, and helpful. Response time is particularly notable - often just hours!

Frequent communication with grant program officer.

Our program officer is amazing at responding in a timely manner and ensures questions are answered and follows up.

N/A

As a RTT-ELC state our federal program officers have been extremely responsive to our every request. They communicate with other ELC states and represent our TA needs in a very effective manner

Our technical assistance provider has been very helpful in identifying other state contacts who could assist me in creating RFPs and plans in the areas of data governance, sustainability and comprehensive assessment. These contacts saved me and my team a lot of time, and resulted in a better product. / / I have also found the assistance of our program officer to be invaluable, though there are not specific examples I can cite. Our monthly phone calls have been helpful in many ways, including support of our initiatives and suggestions and ideas on ways to improve.

Supportive Minthly calls

Clarification regarding no-cost time extensions.

Our program officers have been responsive, supportive and timely in any and all questions we have addressed with them.

Close communication and support from education specialist

Monthly monitoring call has been beneficial in building relationship with Program Officer, leading to better clarity of expectations, as well as identifying resources and receiving timely advice that may be unique to 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. (Open end)

No bad experiences to describe

The process of clarifying amendment and no cost extension request process was not ideal - we got mixed messages about how to complete information and in what order.

The APR experience felt a little "clunky" as working off the pdf or cutting/pasting wasn't the easiest experience. However, even here our Program Officers were supportive and walked us though the processes and revisions.

n/a

Sometimes, it still feels like they do not understand our programs or our state organizational structure. I feel like we often have to repeat fundamental/basic information multiple times.

N/A

N/A

None

The directions for submitting the budget portion of the APR were unclear on the web. / The subject line for this survey, focusing only on Education, made me think it was not part of the collaborative effort that is RTT-ELC. / Other than that, I have found really good customer service.

NA

None

Having to co-write TA plan

One time for a monthly conversation, the teleconference line had static making it difficult to hear each other and we all had to delay and call back in.

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

Continue to work in concert with HHS staff--it is so valuable to us when the federal agencies are speaking with one voice!

More onsite visits would have been instructive. More clear guidance on monthly TA call structure would have been helpful.

We've been pleased with the overall service, especially with the quality of our Program Officers. However, some of the TA offerings could be of higher quality.

Continue with the way things are.

Greater internal collaboration among OESE divisions would improve connection of services.

Our program officers are very helpful and responsive. However, I believe a training provided on financial reporting would be helpful.

Satisfied with service.

None

This survey would better serve RTT-ELC if it reflected the language and focus of that grant program. I found that several things didn't apply, or the language was confusing. I wonder if you asked several grant directors from RTT-ELC to review this before it went live? / Overall, as you can tell from my responses, I've been very happy with the support that I've received while serving as Grant Director.

Speed up the approval of budget amendments and simplify the process of submitting amendments

No suggestions at this time.

Keep being supportive to states

Convene a monthly or bi-monthly call of all RTT-ELC State lead directors/officers to discuss common challenges.

CUSTOM QUESTIONS

Q6. What could the RTT-ELC team do to improve the structure or format of technical assistance? (Open end)

No suggestions for improvement

Provide more onsite visits. Provide greater clarity on the format of the TA calls and goals for the calls.

When conducting TA events like Peer Exchanges, ensure that presenters have expertise in the given area.

Nothing to add.

More connections among states, more in person convenings of role-alike individuals.

We enjoy working with our TA provider. No changes necessary.

We really appreciate our program officers. Our team is new to working with federal government, and additional information or assistance on better understanding what will be expected of us in regards to monitoring over the course of the grant and at the end of the grant would be helpful.

The federal program officers are very responsive to our needs. I believe that more on-site visits would benefit their ability to understand the nuances of States' ELC work.

it has worked well from my perspective

Allow more flexibility in use of the TA funds - having to submit requests for approval to use TA funds is too much red tape

No suggestions. Very satisfied.

Coordination among TA groups

Topical webinars/calls that occur quarterly to address the diverse approaches for common expected activities that being used in the ELC states.

Q7. How frequently would you like to have in-person meetings, webinars, or other means of technical assistance? (Open end)

I like the annual meeting for in-person. The ELCTA in-person meetings have all been terrific, too. Monthly calls with officers seems the right frequency. I can't remember many webinars lately--these seem to work best when there is something specific to communicate, like APR process.

One to two times per year onsite with a real focus on learning about the work, not just monitoring compliance.

It depends on the topic and what is needed.

Annual in-person; quarterly conference calls

in person meetings more frequently, webinars less frequently

monthly

As a first-round grantee, we're winding down and do not have a need for frequent TA.

We have monthly phone calls, annual meetings and we will have had two on-site visits in four years.

In person: Quarterly / Webinars: Monthly / Other: Monthly

as needed -- it is good to offer these and then people can take advantage of them as needed. In person meetings once a year is fine. Technical assistance phone calls once a month is fine. I've participated in webinars and found them quite helpful

Monthly webinars

In-person meetings: annually; webinars: monthly, at the beginning of the grant, to cover all pertinent topics, after first year, then annually as new topics arise, e.g., APR.

Monthly conference calls are working fine.

As needed

Annual in-person meeting; quarterly webinars/teleconference with program officers and selected topics (recorded); monthly or bi-monthly calls with other RTT-ELC state leads, with agenda topics generated as first item.

Q8. Please share any comments on how the RTT-ELC team can better support your work. (Open end)

Continue as they are.

ongoing communication and clarification of expectations is always helpful

Greater frequency of on-site visits

Again faster approval of budget amendments

No suggestions at this time.

Keep up the good work

No comment at this time, as the team has been supportive and responsive and proactive.

Indian Education Formula Grants to Local Educational Agencies & National Activities

CORE QUESTIONS

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

I was not sure of some of the questions that were being asked of our program so there are a lot of "I do not know" answers. I solely work on the formula grant and the service has been helpful through webinars, phone calls and online service during submission of grant. Sorry if I may have misunderstood the questions.

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

School District Research and Evaluation Department

Website

EASIE

Various

G5

Not sure at this time

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)

I have experienced a number of truly excellent customer service experiences with the DOE-OIE staff over the past 12 months; they are always patient, thorough, helpful and provide great support and direction.

The staff makes an effort to return phone calls and answer questions as needed. They are very helpful. They follow through on budget amendments quickly and that is appreciated!

When I have called in for assistance with the application, the service had been EXCELLENT!!

Having a question about how the reporting will work for Title VII and combined Title I school wide programs. the person asked did not know the answer but pursued the question to find someone who could and they kept in touch with me and did an excellent job of following up.

Always answer/respond promptly

Prompt return phone calls and emails. Many times I would get a personal phone call rather than just an email reply, which was much better. I always got my questions thoroughly answered.

Call or email a questions....I get answer promptly.

N/A

I have called or email for technical assistance. they responded promptly and provide me the needed technical assistance. thank you

The staff are always very quick to get back to me about any problem I encounter.

Using tech assistance while preparing and submitting the Title VII applicant is very useful. The wait period for contacting live help is short and issue are resolved quickly. Much better than when I first took on the role of project coordinator.

Immediate responses with technical issues. No waiting.

N/A

Promptness in responding to emails

All questions that our district had with respect to the Indian Education Program were answered by Education staff. We had excellent service.

No comment

Assistance with a password

When I call the Help Desk, staff is always cordial, patient, and helpful.

N/A

[NAME] provided me extremely quick and thorough assistance with a budget revision. She provided me detailed examples and information about the best times to call her if necessary. It was handled and remedied quickly and efficiently even though time was not an issue.

Assistance with submitting grant.

I do not have a specific one, but I always am able to talk to someone when I need assistance, and they are ALWAYS extremely helpful!

Anytime I have called Customer Service, they have answered all my questions and did not make me feel rushed.

Haven't contacted

I called 3 times for clarity and assistance and each time my questions were answered in a timely manner. Customer service was friendly and efficient .

Calls returned promptly

Unknown at this time

Assistance was always great and provided with consistence.

Provided me an email w/ direct link to grant application

Department of Ed staff is all ways helpful and friendly!

Since our Indian Education Advisors are the paid out of the grant, we worked with our representative to ensure we were in compliance with the grant.

I have not really needed to communicate directly with U.S. Dept. of Education staff because I have been able to navigate the system for my Indian Ed. formula grant on my own. This is great, as it is optimal to complete the required process without needing to request additional assistance.

I did not use the consumer service for past 12 months..

N/A

The experience that I had through the office of education was excellent. I contact the office and get my question answered and address to my satisfaction. I am very satisfied with the outcome of the situation that I encountered as I work with the funding programs and how it is address with the very knowledgeable and helpful people.

Immediate assistance and positive supportive response to our questions and needs. ([NAME])

Having key people contact me through phone calls or emails if/when there were questions about our application.

It didn't start out well at first. I was not provided a copy of the program's award letter for the previous year and I called to ask if a copy could be sent to me. I was told that I would need to speak with a person who was not available and then spoke with [NAME] who was able to assist. Much appreciated.

The email feedback and call service was exceptional! They answered my question and even discussed what other issues might arise, great service!

Due to my persistence in phoning for technical assistance, I eventually receive a phone call.

Had issues with EASIE system not saving information. E-mailed and issues were resolved quickly and had a follow up phone call.

[NAME] answers my questions in a timely manner and if he cannot answer my questions he will forward them to someone that can.

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)

N/A

None

I have had none

Too many e-mails and phone calls as we approach the end of the submission (certification) deadline! / :) I know they mean well but daily reminders kind of drives me crazy. On the other hand I probably drive them crazy because I don't get it done sooner! lol

Have had to upload documents more than once - have not been received on occasion.

I was removed from the listserv during some sort of change over, and had to call to make sure I wasn't missing deadlines.

None

N/A

None

We have had only good experiences in the last 12 months!

None

N/A

none

Not applicable

No comment

None

none

N/A

Submitted some notes on the notes part of my application. Those notes were seemingly unheeded and I was required to make line item adjustments. In order to fulfill submission of the revision, I erased those notes to account for and accommodate the revision. Now there is no record of my original request. The rep that assisted failed to notify me of the correct process and procedure in a timely manner or provide explanation for why my just budget line item justification wasn't sufficient. So I made the suggested adjustments in order to satisfy the deadline. Although I originally submitted well before the deadline.

NONE

None

can't think of anything

Haven't contacted

None

Not applicable

Unknown at this time

Noe bad experiences

Lack of direct link to grant application within grant notifications

Haven't had a bad experience.

not applicable

N/A

Have not experienced it yet

N/A

I have not encounter any negative or unsatisfying responses from the office of education. It has always been positive.

Have not had a bad experience.

The data in EDEN doesn't always provide for clear and concise language to follow in completing the on line application.

Excellent

None

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

OESE exceeds my expectations regarding their services and support. / My only suggestion for improvement is to expand OIE opportunities to better include and address the unmet needs of Urban Indian students.

Frequent contact with Indian Education Programs about Performance Reports. What is expected of us and what kind of data should we be gathering for the report. More communication with awardees regarding program evaluation and progress. Are Indian students making progress, if not what kind of support and research information can be given to help. We are not contacted only when its time to submit for the next years proposals. Thank you

Continue the GREAT SERVICE

Have recorded webinars that I can access if the one's offered don't fit into my schedule or something comes up that keeps me from participating. / /

Keep up the personal good work!

I prefer for them to attend state conferences, (hold meetings) rather than teleconferences, much more can be learned in person, if you work at a school with students, its' virtually impossible to not be interrupted during the teleconference.

More definitions on multi-year applications, budgets and data collected.

I am satisfied

Keep making improvements, and keep up the good service and professionalism.

I am satisfied and expect more easy in the future.

Concerning the Title VII process, service has improve dramatically over the past ten years. At this time i cannot see how it would improve.

Unknown

Great program

I like the services, no recommendations. Good Work and process. Very streamlined.

OESE is providing good service.

The last question I was going to answer "No" and I can't go back to make an changes

no recommendation(s) at this time

N/A

Perhaps some regional trainings. Maybe a Google Drive approach, where all my grant documents are stored and logged.

Keep up the good work!

Just continue their outstanding service. /

I think this system is awesome and I love the email reminders. It is the easiest grant I work on and don't have any suggestions as to improvements

I only use for one grant application and haven't really had a problem except when I first started and had to set up new DUNS and EIN and banking accounts. Staff were very responsive then (2010). Since then I haven't really had to contact.

Please continue the service in a timely manner.

Unknown at this time

I can think of no improvements at this time, if these questions were asked as soon as the application was submitted more information or recommendations might be available or remembered.

Encourage staff to better familiarize themselves with traditional Native knowledge, teachings, and worldview... all in a good way / :-)

Keep us informed on up and coming changes ASAP!

I have been doing the Indian Education formula grant for my school for the past 15 years. At first, we had to do the old paper version using a typewriter. It was very redundant and burdensome. Although the first generation of the online/computer-based application was a big improvement, there were still some glitches. The new version of the computer application which has been in effect for the past couple of years has been wonderful. It is very easy to use and navigate, compared to the prior version. It is fantastic not to become frustrated and upset, due to problems encountered. My compliments! Great job by USDOE on the ease of using the new procedures!

Provide some regional service for individual contacts to see and meet people behind all these technology and so call improvement or efficiency....

One of the area that I would like to see more improvement would be to have the education department have a better relationship with each school. The communication gap needs to be address so that the fundings and services could run smoothly at the local level. At the local level of department, we would like to be understood of what we would like to see as we address our needs in the field of education.

No suggestions at this time - I have been very impressed with the responsive, positive attitude and the help I have received each (and every) time I have called or emailed.

I would recommend to have things continue as it has been. I have no complaints at this point about QESE. They are doing an excellent job in working with us.

Provide the opportunity to share the dissatisfaction or satisfaction of services.

I am satisfied.

Provide more info on what other programs are doing and what is effective.

It would be nice for someone to contact us on what we would like to submit as our grant application prior to the deadline date. If something is not working then we would like to know someone can assist with examples of what other programs are doing with their monies. Programs that are successful and have a similar budget. Sometimes I feel like we are all little islands needing services to bring us together as a whole. Also, our program does not have extra monies to attend NIEA and make connections with other programs, so we are at a loss when it comes to new ideas that maybe helping other programs.

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)

Any kind of feedback is always welcomed.

Does not apply

NA

NA

Monitoring is always helpful

N/A

The monitor did not hammer us when problems were discovered. But showed us how to make improvements so we would be in compliance.

We are not aware of ever being monitored and unsure of what "monitored" means in this statement.

N/A

Not applicable

no comment, we have not been monitored

N/A

N/A

Very helpful and productive.

n/a

Very effective. Email is an excellent source of contact.

Unknown at this time

NA

n/a

We have not been monitored.

N/A

None

N/A

I have not been monitored.

During monitoring, much time is spent on student applications. There is a need to also consider program quality.

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)

Please just keep on providing high quality, reliable information, support and services!

More frequent communication and reminders of the goals are for improving student achievement and attendance.

Continue the Great service

Nothing I can think of.

Publish application examples for documenting progress

We are satisfied

Continue to be available and accessible.

Just be there when needed

Improvement indicators cannot be identified at this time.

N/A

provide a list of contact persons to call for assistance if we can not figure out our concern online.

Possibly, the OIE could hold regional meetings in order to disseminate information. Even occasional webinars could be held that would cut down on travel expenses.

No comment

satisfied for now

N/A

Provide more specific examples as they pertain to budget line items. A few items are vaguely described with little or no suggestion on how to utilize that line item.

Already doing a great job!

Continue with the outstanding service.

nothing that I can think of

increase funding per student

Please continue in a timely manner.

Unknown at this time

NA

Continue to encourage teachers and administrators nationwide to learn and attempt to better understand traditional Native teachings, values, and worldview

we are very satisfied

Nothing. The current system is very user-friendly compared to past version.

Provide reminders through email and etc..

Keep up the good communication to better our children

No comments at this time; I have been very satisfied with the technical assistance I have received.

No recommendations at this time.

Share specific education legislation and ways to utilize other services effectively with American Indian and Alaska Native students.

Provide examples of what programs are doing and their effectiveness

I do not know how you can help if you can not travel to various locations that may need assistance. Also not all states have a comprehensive center to receive the extra help needed when decisions need to be made on changing up a program. Again, some programs have awesome ideas however we do not get to see or hear of those ideas.

Migrant Education Programs (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.

Working with Title 1 Part A to ensure migrant students who do not move during the regular school term receive supplemental educational services as needed, so that PFS migrant students can obtain the targeted support that they need.

Migrant and Title III Directors Meetings could be combined together since Migrant students are more likely to be an English Language Learner as well.

Title I, Part A and Title III

Program officers from Migrant and Title III work together to help states leverage funding from both programs into a braided funding model to support Migrant and ELL Migrant students.

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

Webinars are good, but there is a lack of interaction among the audience. Face to face is just better.

The webinar conducted to a smaller group.

Currently we have too much reliance on webinars- They are mind numbing at this point. Forums on conference calls that address a specific topic are more welcome as we can talk with other state directors in real time and have follow up conversations with them if we need to dig deeper.

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

CEPI

CSPR, MIS2000

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. (Open end)

OME's Annual State Directors Meeting

We recently had a question about the Migrant program and its relationship to charter schools. Within two days we got a definitive response which was very helpful.

[NAME] from OME on a regular basis responds to questions and has great customer support.

none

The entire staff at the Office of Migrant Education have been responsive in a timely manner to answer questions.

Annual Directors Meeting for Migrant Education. At this meeting, the MEP Program Officers made themselves very available for questions. In addition, our Program Officer is quick to respond with answers to questions when we call or e-mail.

All of the staff at OME is of high quality and very supportive. I can think of a great experience with each of the staff members.

The Office of Migrant Education has a regional coordination work group that meets online to discuss key issues from our region. Each region selects a representative who provides communication to their region's directors. This approach has been very beneficial in providing updated information on issues/needs at the federal level as well as conversations on State perspectives from our region.

State Director/Program Officer Conference calls.

Working with the Program Officer [NAME] who is extremely prompt and thorough in her responses

I have had multiple good customer experiences with OME staff. They have been very responsive to questions through phone calls and email.

Immediate responsiveness of USED's team when approached with questions or when reaching out to them for guidance.

[NAME] created a spreadsheet for states to recheck migrant data before submitting to the ED Facts

Shared excellent tool to review data prior to submission of CSPR. OME offering of webinars and posting for future reference.

Migrant Director's Meeting, support of CSPR.

My state participates in the Interstate Migrant Education Council (IMEC) and OME's participation with IMEC has been absolutely focused and beneficial.

The Annual Directors Meeting in February was excellent. OME brought in guest speakers from other departments and kept us up to date regarding the UGG, upcoming Federal Register publications, and more. [NAME], [NAME] and [NAME] were exceptionally helpful in answering program questions. [NAME] provided some very insightful data, and is always so friendly and responsive to email requests.

The program officer for my state is prompt, responsive and helpful.

Working on the SDP with Program officers to get our plan approved

A recent webinar in which they responded to a question I asked by email in just a couple of hours.

The staff is always ready to help me when I have a question or concern

I discussed some issues with my program officer that were concerning me about our state's program. She was extremely helpful, showed a real interest in assisting me with my concern and within a short time got back with me and worked with me in resolving the issues. It is a pleasure to work with staff who are eager to help, knowledgeable of the program and move quickly and efficiently to resolve any problem or request.

Staff have been very responsive in answering questions and providing guidance. That guidance was then shared in an update to all programs.

With [NAME] on my monitoring findings.

Workshop session at national conference was informative.

The program officer for my state contacted me to set up an introductory phone call and provided a lot of 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. (Open end)

Webinars, follow up to CSPP questions

change in staffing has made it difficult to know who to contact.

N/A

continual glitches with EDEN. Focus on data has caused SEAs to spend most of their time on it, rather than improving teaching and learning.

I have none.

I have not had a bad experience in this regard.

I do not have any.

This is something that is out of control of the Department of Education staff but the turnover and retirements at the Department does provide challenges when providing continuity of technical assistance.

NA

Trying to understand the UGG

I had to wait a few weeks for an answer to a phone call, but that was not a big issue.

Scheduling the annual meeting in February when weather is not conducive in DC!

None!

Errors in MSIX. However, never received poor customer service from OME - all questions answered and responded to in a professional and timely manner.

Have not have a worse experince

In working to complete the Program Evaluation, my interactions with particular OME staff were unsatisfactory. In sum, I felt that I was being asked to complete something to an individual's unique standard that disregarded my state's situation and/or my state's procedures, protocols and standards.

I always have a positive interaction with OME.

MEP is not in sync with other federally funded education programs, which opens the door for miscommunication.

We are on our 3rd OME program officer in one year- High turnover rates among staff is difficult for us. / / We also request OME to look into the NASDME conference around the practice that a vendor, Instructional Access, employs to give laptops, purchased with Migrant funds, to students for use as their personal laptop. If OME could look into this practice and provide guidance to all states it would help greatly.

No support on how to improve our program.

Nothing

I can't think of any experience that was not helpful or unpleasant.

Trying to have my monitoring findings of 2009 completed.

Continue to experience delays in response to email inquiries.

N/A

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

It's a common problem with state agencies as well - Sometimes questions need a quicker answer but the delay comes when the program officer must check with another colleague.

Concentrate on services to students rather than data.

Keep doing what you are doing.

I think that updating the Migrant Education Program Guidance every two years (at minimum) would be very helpful.

I have no suggestions. They are doing very well!

The program website isn't always available

Website needs to be always reviewed for user friendliness.

Redesign website; find a way to allow program officers to travel to States to provide much needed technical assistance; offer standard templates for reporting and accountability that can be replicated to subgrantees

I would like to have access to the RESULTS website again. It was extremely helpful.

schedule the admin meeting during conducive weather conditions.

Provide services based on the state needs.

Webinars do get a bit long, so I would recommend possibly breaking down into smaller segments.

The website! Results has been down and many of us rely on those resources. It would be nice to have a central website to find all of the resources available to me.

Align reporting requirements with other ESEA programs. Align programmatically with other ESEA programs.

Less dependence on Webinars- Our schedules are full and often we can't be on the actual webinar due to schedule demands. Watching a recorded webinar is not the most effective modality for learning.

Make things easy to implement with real life examples.

Provide more staff to meet the needs of the grantees.

no comment

Provide PPT in advance. Improve promptness in responding to email inquiries. Categorize webinar as beginner, intermediate, and advanced learning.

More specific information tailored to the specific state (outside of monitoring) would be helpful.

CUSTOM QUESTIONS

Q6. How can we improve the content and navigation of our online resource, Ed.gov, in order to make your experience more useful? (Open End)

Organize so that getting to the TI-C relevant documents has a minimum number of "clicks."

Keep it up to date; concentrate on improving schools through implementing optimal learning environments.

The new site is great, and I can't think of much to improve it. I think that the search feature is especially helpful, because all of the programs are mixed up on the home page. It might help to have the grants page more organized. In addition, the Resource page often does not contain dates for the reports and other documents. It would be helpful to know in all cases the date of the report/document.

I think it works well

NA

more images, have a drill down method, icons with topics, include extensive white space. for example have a main image then 3 tiles representing topics and follow that model

I would like to see the content that was available on RESULTS.

Provide a summary of each resource posted and inform state directors of postings in advance along with summaries.

Having more than one link to find the contents will help to find each content easier and quicker.

Get Results.ed.gov up and running for good.

Bring back Results!

To be honest, Ed.gov is so big- we rarely use it as it ends up taking a lot of time with little return. We typically just e-mail our program officers. / / A annotated search bar where you can put in descriptive searches- e.g. ' I need to find out about OME's cycle of continuous improvement' would be nice- we often don't know the descriptors the Dept. uses for the search bar.

Organize them by categories as above.

I find it hard to locate everything I need in the Migrant area

Have links form the OME section that go directly to the segments of the law, regulations and non-regulatory guidance that pertains to Migrant Education.

n/a

Improve search capability so it allows for a more specific, refined search

N/A

Q7. How can we change the content or navigation of our online resource, Results.ed.gov, in order to make your experience more useful? (Open End)

Is a big site but...Organize so that getting to the TI-C relevant documents has a minimum number of "clicks" or a better SEARCH box capability

It has not been functional to my knowledge for some time.

I have not been able to access this site. I am not sure the site is up; it says webpage not available. The old Results site was great, however.

It is fine.

NA

more images, have a drill down method, icons with topics, include extensive white space. for example have a main image then 3 tiles representing topics and follow that model

I really liked RESULTS as it was.

none

The contents are fine. Finding the contents is another thing so making it easier to find would be very useful.

Add recordings of the webinars in case we missed them. Add samples or templates of required documents. Showcase documents/programs from other states. Share articles/blog entries of awesome things other states are doing with their MEPs.

Haven't used it- Hasn't it been down for a while now?

Same as above

Get it up and running. It's a great resource.

n/a

Make the information on Results.ed.gov available again and improve search capability so it allows for a more specific, refined search

N/A

Q8. Please share any comments on how the MEP team can better support your work as a state director. (Open end)

We appreciate all support from the MEP team.

Hire staff with experience in teaching in public schools.

Please make sure the Results site does get up and running again.

the MEP team does well with supporting our states. I think the example of the regional work group is an example of how dedicated the staff is to having conversations with states to improve services

Continue as is.....

face to face intensive technical assistance in situ

I have been very happy with the support I have received from OME staff. Kudos to [NAME] and [NAME]...also to [NAME] when she was there.

The MEP team is approachable, knowledgeable and seeks to learn. the team seeks input from a committee that represents all regions thus customizing TA based on need. I am grateful for their support.

Once, the MEP has a full team on board, it'd be easier to access each officer. I know each of you has too many on your plate and your team has been very awesome team trying to support us. Thank you for all you do.

Continue to provide opportunities for states to share successful models, that could include program design, varied delivery of service, recruitment, parent involvement, monitoring, coordination with other programs.

I miss the RESULTS website and wish it were easier to find materials such as new director resources.

Figure out how you would like the funding of states to work and move on.

They are all amazing! I appreciate their hard work, even as they've been short staffed.

Enable spell check into this survey

Help with challenges I am working on in the field.

I am pleased

Get fully staffed.

Keeping a program officer longer than 6 months.

Host and/or facilitate quarterly networking sessions with other state directors.

High School Equivalency Program - Migrant Education

CORE QUESTIONS

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

Coordination with WOIA, DOL.

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

Offer more that just presenting Powerpoint presentations online.

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

HEP APR Report via email

G5

G5

G5

G5

G5

Email

Use format provided via-email

submitted via email

OME Dta Internal system

G5

G5

email - excel & word forms

G5

Electronic Mail

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. (Open end)

/ Good news phone conference calls...

Registration for conference was simple.

all my officers and the group leader

Correcting a mistake on my APR submittal. The assigned Project Officer clearly stated the error and provided the concise guidance on how to fix the problem and resubmit the related documents, while listening and understanding issues I had to face internally to get all proper institutional signatures.

Program Office is prompt. Team leader is timely in information.

Recently, I had some very specific questions in regards to our program. I called and left a message and my message was returned promptly with answers to all the questions I had.

Our new program officer helped to get my information on G5 straightened out

[NAME] and [NAME] responded to state-specific challenges to HSE testing by organizing a special conference call to collect feedback from California programs.

I felt the webinars and phone courtesy calls were very helpful.

There are two areas of note. First, the best customer service has been received while requesting clarification and interpretation of policy. Second, very good customer service was received while submitting reporting data to OME.

Have not had any issues getting the technical support I have needed when sending in reports. The staff have been great to work with.

Program Officer was excellent in assisting with the submission of our annual reports. They were very familiar with the site and could navigate team through issues.

Quick response/feedback when submitting the annual performance report.

Using G5 for GANS, etc.

The webinars for first time users regarding the APR is helpful.

The Annual Director's Meeting was very insightful in the areas of Annual Reporting and Data information training. Breakout sessions were very intimate and useful in grant management and was effective in bringing together all program officers to meet the directors.

HEP staff provided guidance on eligibility questions regarding potential students in the program. Their responses provided a guide for determining individual eligibility issues.

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)

NA

We worked out a plan for program improvement and were told that it would be acceptable. A week later we were told that the plan was not acceptable (same plan).

none was bad

I have not had one, yet

none

None

N/A

I find myself having to bookmark pages in order to locate them once they are posted (e.g. RESULTS, Edgar, Grants.gov, etc). I feel like I can never find the same page readily by going to one centralized site that contains both general grants, ED info as well as grant-specific info. Also, there was a period when RESULTS info was not available but I never knew if it was posted and opened up again.

I really have not had any bad customer service experience.

All interactions have been positive, thus far.

None. OESE/OME staff provide efficient and excellent service!

N/A

No issues come to mind.

None

N/A

The OME consists of very nice people however, the live professional development they offer is simply a copy of what programs already receive via the National HEP CAMP Association. They utilize the association's members for presentations and often ask the least qualified to provide it. Mentoring and now the collection of instructional materials was non productive. OME provides training in crowded rooms in the OME building that are not conducive to good learning. they provide no water, poor visibility, poor sound and limited content.

N/A

N/A

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

Continue to support Spanish language HSE and the publication of preparation materials in Spanish. / Additionally, support, encourage, mandate testing centers to provide paper and pencil HSE exams for the benefit of large numbers of spanish language immigrants in the communities we serve. Thank you.

no complaints

Hire staff who have experience relevant to the programs overseen.

I don't know, it is good already

I think OME is doing an excellent job on guiding grantees and challenging them to perform to the best of their abilities.

Maybe clarify or give examples of OESE services about which you are seeking feedback. I am unclear as to what you consider ALL OESE services.

Make an effort to personally contact programs just to check in, especially new programs. The mentoring program idea will help with the higher touch approach needed.

continue to provide the webinars throughout the year.

OESE can continue to improve services provided through utilizing Program Officers that exhibit high levels of experience and knowledge related to HEP programs. It should be noted that this has been our experience, and we have not dealt with unsatisfactory customer service related to our HEP grant.

Can't think of anything at this time. They are doing a wonderful job.

Simplify OESE forms and materials.

Offer webinars on how to use G5 and other resources

Thank you

Changes in staffing/program officers seem to be continuous. I realize this is not OME leadership's fault. / / Perhaps contract with very successful programs/directors to offer regional trainings for new programs. this would allow the opportunity to view teaching practices and materials and for relationships to be built, upon which mentoring could be developed. / / Certain aspects of grant competitions have improved however OME should have an external auditor look at the process that takes place when grants are read (for competition). The

qualifications and understanding of readers seems to vary. When concerns are voiced, OME becomes defensive.
/ /

We would like to see more consolidation in training materials to where we would be better able to search the database.

the relationship we enjoy with OESE staff has been mutually beneficial and adequate for our needs.

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)

Availability of HSE testing on a more regular basis....and products to meet the needs of the spanish language students and those that will be preparing for the spanish language HSE exam.

placement and recruiting

GED 2014 assessment states-only - These states are facing very specific challenges given that they are limited to one source for testing, excluding any paper-base testing. A conference call or workshop to include only this states would be wise and perhaps can positively contribute to resolve challenges.

Political aspects of the 2014 GED

What other programs are doing to supplement their HEP programs (i.e. braided funding for technical training).

Coordination with Office of Vocational and Adult Ed services to assist with implementation of CCRS

More budget assistance, legislative updates, best practices.

The annual meetings have been very helpful.....continue to review the eligibility, budget, and GED testing, these are very important topics.

Budgeting processes, possibilities and limitations. This is especially important as we navigate changes to the GED. The data from these next APRs that will be submitted for FY 14-15 might demonstrate a greater need for instructional support and services for some grantees.

The OME staff does a great job of answering questions and providing useful information for our program.

Everything is excellent.

helpful

Sharing of effective forms (e.g. forms to document eligibility, applications, etc.)

We would like to see more in depth coordination of HEP programs and other partner programs such as MEP.

resources and guidance to address student difficulties faced by the GED 2014 exam

Q8. What could the HEP team do to improve the content of technical assistance? (Open end)

Nothing. They do a good job requesting content topics from programs in order to provide a worthy annual meeting.

provide updates about HEP programs in general

Doing just fine

its perfect

Host regular courtesy calls(quarterly?) to receive feedback on best practices and identify progress on new HSE testing across states.

Perhaps set a monthly calendar with relevant topics and schedule webinars or conference calls.

continue to provide the webinars!! The APR webinar has been great assistance.

No suggestion at this time.

They are already doing an excellent job and are continuously improving their systems and processes.

Continue with the webinar and courtesy call format. This has allowed us to have real time resolution to implementation issues.

The HEP team is doing a good job.

We would like to have input on selected topics on courtesy calls.

continue to include members of the HEP community in developing the content

Q9. What could the HEP team do to improve the structure or format of technical assistance? (Open end)

Everything is okay.

it is good

Doing just fine

they do great in soliciting input from the board and from the programs

It's GREAT!

I feel the structure and format have been good.

The structure has heretofore been adequate at delivering information.

N/A

Ensure that time allotment is appropriate to the topic on the agendas

Include more online meetings

We could provide topic ideas quarterly on program improvement and Q and A responses in a timely manner.

continue to include feedback from HEP administrators and staff

Q10. How frequently would you like to have webinars or other means of technical assistance? (Open end)

Maybe once or twice as the need arises

3months

every other month

monthly or bi-monthly (every other month)

every quarter

The frequency that is in place for webinars and technical assistance has been great.

bi-monthly or quarterly

at least on a quarterly basis

2-3 courtesy calls, 2 webinars on training topic

Monthly or every couple of months.

I feel two times a year would be sufficient.

The current frequency seems to be working at the moment.

Once every 1-2 months would be excellent.

As often as needed

Quarterly

Quarterly is great.

quarterly /

We would like to have them quarterly.

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)

Again, spanish testing on paper and pencil and spanish language preparation materials. Also, being able to request a replacement HSE diploma and not just the transcript for our students.

it is good

Notices on refunding must be earlier- Grantees tend to lose staff given the uncertainly of funding and related responsibilities...

they are very supportive

The HEP team is great! They are very responsive and they always have GREAT customer service!

The HEP team has already started addressing the challenges of GED completion in some states that only have 1 option for high school equivalency...recommend that they continue providing assistance/resources to help address the new GED test and it's challenges

Please continue regular OME-HEP/CAMP Updates / Please help us identify webpages or Adult Ed webinars/trainings that may help train instructional staff as we still try to navigate new changes to HSE testing. /

More outreach from the program officers.

Our HEP team has been very helpful regarding our project's needs, etc.

Continue to demonstrate great customer service and fostering an environment in which grantees can ask questions and receive help to improve their respective programs.

I can't think of any at this time.

Sharing of effective forms to document program services (g.e. applications, eligibility, services, etc.).

Bridging the gap between the 2002 GED and 2014 GED is a struggle. Learning more on how programs are dealing with this would be helpful, including enrollment thresholds and materials being used.

We would like shorter, more concise webinars and materials.

N/A

Elementary and Secondary School Counseling Program

CORE QUESTIONS

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

I am not sure who the other grantees are. Not sure what collaboration would look like.

More speedy responses to questions and flexibility with the reporting process.

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

The technology site is cumbersome and takes a lot of time to fill out reports using the system. The response for assistance was slow and then it still wasn't helpful. I'd rather have the form and then scan the information instead of using the current system. Group teleconferences were ineffective as they were just going over a powerpoint.

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

G5

G5

G5

G5

G5

G-5

g5

online end of year reports

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. (Open end)

Every time I have called to speak with my DOE representative, she answers my questions promptly and thoroughly.

[NAME] has always been very professional and assisted us as needed with administration of our grant.

We are recipients of 3 federal grants and we have received excellent customer service from each of the project directors. I appreciate the response time of the counseling grant USDE staff.

My direct report person has been helpful when I have a specific question.

The technical on-call person was very helpful as I had difficulty registering after several attempts. After several attempts, she was able to solve the problem.

Whenever we have a question or concern and email [NAME], she always answers quickly and clearly.

Their ability to clarify directions and answer questions we might have.

The staff have been very helpful and responsive.

Assistance with some difficulties accessing information from the G5 system. Immediate response, clear and helpful. Solved the problem right away.

Working with our current FPO has improved from other grants we have received.

help desk on G5- immediate response, clear and helpful

They quickly respond to any of our inquiries.

Responsive to immediate needs to file paperwork

Someone did fix a website interface issue.

Ability to make changes or modifications in our grant as needed.

[NAME] has been extremely helpful in communicating information via email. During phone meetings she is always knowledgeable and friendly.

quick responses to questions

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)

none

I have not had a bad experience with technical assistance.

I have seen tremendous improvements in the delivery of online webinars over the course of the last 2 years. They save money and time.

It has taken too much time to get responses in a few instances. Also the G4 program was horrible to work with.

Lack of a response to a question on email. Two of my questions are still unanswered.

Using G5 is cumbersome. Especially for inputting program goals. The table and forms were unclear and I had to contact customer service. They were very helpful but if G5 were more intuitive, I would not have had to contact customer service.

NA

None.

difficulty reaching grant contact via phone or email.

None

none

Response time

NA

I haven't experienced customer service challenges when working with the US DOE this year.

had difficulty getting on to the G5

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

Since this is my first federal grant, I can't think of anything significant to improve

I am pleased with our progress on the grant and the services from OESE. I am looking forward to the project directors meeting in October. I think that will be very helpful.

User friendly website

Continue to monitor and improve the services-----never go backwards.

The website could work when I try to log on. I would not have to call the help line multiple times when trying to access my account. When I actually get into the site, my grant could be listed (it was not).

Have a reporting system that is more user friendly or allow scanned documents. Because of remoteness and quality of technology in our area internet and technology sometimes does not work well for us. There needs to be more flexibility, common sense and faster responsiveness regarding questions and concerns.

It would be helpful to improve how user-friendly is for end-users.

Keep doing what you are doing.

It would be helpful if the G5 system could send an automated message to the Project Director's to let them know that new information has been posted. It would help us to not have to go in and search around to make sure we haven't missed something. We could go right to that new information. Other than that, though, our project officer has been wonderful, and the tech support has also.

Be available during the month before and up to the due date of the Annual Performance Report.

I am satisfied with the service.

End of year reporting form, difficult to enter info in correct format

There were some technical difficulties with the g5 system - not allowing accurate data entry. Once these issues are fixed, the online reporting will be easier.

We are very happy with things at this point.

The federal grant report for the Elementary and Secondary School Counseling Program grant was not user friendly and some of the boxes to fill in were both unclear and also incorrect. For example, when filling out ratios the form did not let me enter numbers in the way that made sense for the ratio they were asking. Additionally, the form did not allow pre and post data to be listed together for one part of the form but it was for the other, which was inconsistent and confusing. Additionally, the printed out version of the grant data report is extremely hard to read and will not be useful to share the information through this report with our schools or district; instead we need to create different, reader-friendly versions.

School Improvement Fund

CORE QUESTIONS

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

Learn how to use the webinar technology and prepare to use the technology before the webinar start time. Delays at the OESE level due to inability to use the webex functions (like starting the sound, advancing the slides, etc.) cost time that state program people don't have. We expect more from the federal agency than a presentation that seems like an afterthought or that its being conducted just to check that item off a list.

Approve applications and other official documents in a more timely manner.

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)

The former state contact would conduct monthly phone calls called "check-ins" with the SEA. It was nice to hear updates from the ED and share LEA promising practices and other projects the SEA was working on.

[NAME], when she was assigned to us, listened carefully to our questions and responded in a timely fashion when we needed last-minute help with a SIG finance revision.

When our state had an individual point of contact, they scheduled regular calls and responded to our questions in a very timely manner.

Prior to the formation of the OSS, I worked directly with my SIG representative on a monthly basis. She helped build my capacity and meet USDE deadlines, as I was new. If she did not have an answer, she would get back in touch within 24 hours with a response.

We had several questions with regard to the new SIG application. Our questions were answered in an extremely timely manner, either by phone, email or both in some cases. This information enabled us to prepare a high-quality application, which was recently approved.

Annual convening in Washington, D.C., was very helpful because it disseminated new information and provided an opportunity to collaborate, formally and informally, with colleagues from other states.

Quick response to any question sent in an email.

The timely return of phone calls and emails from senior staff (not specifically assigned to our state) in regards to clarification of SIG requirements. [NAME] provided guidance and assistance multiple times to assist us in thinking through our application.

Our state contacts, [NAME] and [NAME], have been remarkably fast as their responses.

Service provided by [NAME]

I Called in to NEAHCY to get some clarification on a specific case and was helped quickly and in detail as well as follow-up support.

Our most recent state primary "point person" is extremely responsive and if they don't know the answer they are quick to find out and get an answer back, no matter the urgency of the issue.

prompt response to email

The staff are always professional and polite.

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)

The recent re-organization at the ED has made it more difficult for personal interactions with ED staff. SEA staff must e-mail a "state e-mail" in order for questions to be answered regarding implementation of the program.

Since your office has been reorganized, we work with people who have little working knowledge of the SIG grant. When we ask questions, they have to ask another person at USDoe and the response time is unsatisfactory. Also, we have had our SIG application in for a while, with no response from USDoe.

Since changing to a central mailbox and a team of people to address state questions, it has been increasingly difficult to get questions answered. Multiple requests have been sent.

It is clear that our OSS state associate does not know anything about SIG. It is very difficult to get timely answers though she is very friendly and clearly wants to be helpful.

Staff turnover is the only negative experience I can relate. Certainly it would have been preferable to keep the same staff, especially as I am relatively new to my duties, but the new staff have been helpful and supportive.

Minor delay in responding to an email requests for technical assistance.

none

The delay in receiving our FFY14 SIG funds has hampered our ability to fund the SEA specialist and office assistant. We are hoping they will be forthcoming, but it has been extremely frustrating.

n/a

never heard back from an email sent to answer a question, 4 months ago.

Right before the reorganization our SIG point person was new to the position and lacked background knowledge of SIG and waiver process and specifics to the state. This was not a bad thing, just a process learning curve.

delays in webex presentation start and effective operation

I haven't had any bad experiences.

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

Reinstate the monthly calls with OESE staff. This provided more individual support. OESE staff knew the situation SEA staff were in and were able to provide personalized support and guidance.

No matter what the rank of your individual staff members may be, place them in areas where they can teach their content knowledge to others in a leadership role. Specifically, the people offering us SIG technical assistance are not familiar with the history of the grant. The OESE staff with familiarity of SIG should be the advisors and mentors of anyone assigned to a state who does not have a deep background in the SIG area.

Return to an identified person as a point of contact for states to submit questions.

I need my OSS associate to be an expert in all the programs she is serving, including SIG.

Improve timeliness of responses.

Continue to maintain open lines of communication, and continue to respond in a timely manner. Thanks for the support rendered thus far!

Continue to share successes across states.

Continue the strong customer service outlook recently provided. It is a pleasure to contact our OSS representatives.

I work on School Improvement Grants and rely heavily on the Federal Register documents which describe updates, changes and other information. A major improvement would be a reformatting of the Federal Register. The document is terribly difficult to read and navigate in its existing multi-columned format. It lacks readable headings, bullets and numbering systems that would make the content more accessible and useful. It is a very difficult format to make sense of and would be greatly improved by moving to a simpler, more modern format.

More consistency within the agency would be greatly appreciated. This is in reference to responses given to certain questions.

Respect that SEA staff are just as busy as they are and work to provide information in a timely manner to all contacts.

Give consistent, comprehensive, accurate guidance so that technical assistance sought and followed before/during an application process results in an approvable application

More updates on federal legislation in a timely manner.

Responsive to call. I am still waiting for clarification to questions for several months.

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)

Provide individualized support to SEA staff.

OST staff with SIG background knowledge need to train other staff.

Respond more quickly to questions submitted through email to the team mailbox.

See previous response.

Increase the number of TA opportunities and focus on best practice and SEA level SIG implementation promising practices

If there is any new guidance available, I'd appreciate receiving it.

Continue personalized phone calls and help in getting funds in a more timely fashion.

Provide ongoing guidance and examples of states implementing the newly approved federal intervention models (e.g. early learning, whole-school reform, and SEA determined).

Continue the high level of service we have received in the past

We would like to have our SIG application approved so that we can move forward with grants within our state.

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)

The peer-to-peer efforts implemented prior to the reorganization inspired the SEA to provide more peer-to-peer opportunities.

From our peer-to-peer meeting several years ago, we exchanged information with other states and amended our technical assistance to SIG-funded schools and LEAs as a result.

We have revised the state theory of action and evaluation questions.

No example at the moment

We revised our SEA SIG application based on clarity provided through a conference call. The final regulations were unclear in some areas and the only clarity came from the webinars and conference calls OST had with the SEAs.

We have implemented a variety of changes learned while attending conference.

The entire office has been more collaborative and it is spreading to the entire agency.

Implemented changes to the program due to USDE facilitated interactions with other state leaders.

This years assistance in regards to the new rules regarding SIG was very helpful.

Q12. Please share any comments on how to improve the SIG onsite monitoring process. (Open end)

The SIG on-site monitoring process should focus on the SEA administering the SIG. ED visited the LEAs/schools for four days and the SEA on one day. The monitoring report resulted in findings at the LEA/school level, which the SEA had already issued in their monitoring process. It seemed very redundant. ED should be ensuring that the SEA is complying with implementing the SIG and the processes at the SEA level.

N/A

NA

No suggestions at this time

No comments at this time.

none at this time.

Improving Basic Programs Operated by Local Educational Agencies - Title I

CORE QUESTIONS

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

OSS has been a good move to provide a "one stop shop" for ESEA information. I feel like the OSS staff have been given an opportunity to really get to know each state and their unique situations or needs.

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

Limit the number of webinars on the same topic; provide notification and reminder well in advance of the event (often receive very short notice).

Start conference calls and webinars on time. Do not fully script conference calls and webinars; be human. Manage background noise on calls and webinars by only unmuting lines of parties interested in speaking.

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)

[NAME] work with us on funding formulas and applying relevant sections of Title I as a state to LEAs

Rapid response time

I like having the OSS to contact with questions, rather than having a different person for each program I oversee.

We were able to talk through how the CEP would play out in Title I targeting in our electronic application programming with [NAME] and several other states that also use our contractor for E-grants

The Dept is consistently knowledgeable, courteous and responsive to all queries.

Customer service has been strong since OESE switched to a single point of contact for Title programs. [NAME], the OESE contact for our state, has been very responsive and helpful.

prompt replies to email messages

My phone calls and emails are returned promptly - even if USDE staff cannot give me an immediate answer.

We requested a clarification letter regarding ESEA requirements during our state legislative session to inform decisions around pending legislations. The OSES responded to our letter in less than one week in order to meet the deadline for our ability to impact the legislation.

Contact with Department staff to answer questions related to Title I and the ESEA Flexibility Waiver.

direct clarification of our state work from OESE staff

Support for submission of our ESEA Flex Waiver Renewal

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)

It takes forever to get a response. Questions have been posed via phone call and weeks will go by without a prompting by the SEA or a CC to the Director.

Too many surveys from RELs, CCs, and ECs

Very frustrating when a webinar or conference call is scheduled to begin at a designated time and doesn't start until 10-15 minutes later.

I did not have any bad experiences with staff of this program.

Due to turnover at the Federal level, it can be difficult to build and maintain relationships with our federal contacts.

Webinars that start 15 minutes after the appointed time and are filled with background noise.

n/a

We really have not had any bad experiences with the US Department of Education related to this program.

EDEN-EDFacts - sometimes there is a disconnect with data collection in terms of what the SEA's have and trying to fit some of the data into tables - square peg in a round hole.

n/a

Service is good or better. No "worst" scenarios.

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

Improve the search engine on your website

the reorganization has greatly hampered our ability to get an answer quickly. No one is a specialist of anything... Our points of contact always have to get back to us (usually weeks after we posed a question). I am not in favor of the joint meetings, as they take away the ability to have focused conversations about specific programs. The reorganization was a bad idea in my opinion.

Continued quick response time to questions.

They could be more timely when starting webinars and conference calls. I understand the technical glitches that can occur, but this is an ongoing situation.

Connect me directly to the person with the most expertise in a particular program area without delay.

Site is not easily navigated. More dynamic use of available technology to develop relevant resources.

The current approach - with a single point of contact for multiple programs - is working well so far.

I look forward to working more closely with the OSS

We are very happy with the reorganization of the Office of State Support and our state support contact team ([NAME] and [NAME] are our co-leads). Please continue this new structure and include Title IV (21st CCLC) and VI (REAP) into the mix.

With the diverse nature of "education" - the personal contact is important.

keep supporting our state team in integrating our efforts across programs / flexibility

Appreciate the collaboration among programs with the OSS system.

CUSTOM QUESTIONS

Q2. Which technical assistance activities provided by ED have been the most effective and why? (open-end)

State liaisons conference calls with states

Conference calls; face-to-face in DC to expedite approval

My state not involved with ESEA flexibility.

Single point of contact, responding to inquiries.

Attendance at the National Title I conference and webinar calls

One to one TA with state co-leads. [NAME] and [NAME] provided valuable feedback during our application process. Also, [NAME] was very helpful in addressing quick requests for TA during our legislative session as we were fighting challenges to our state standards and assessment systems.

calls

Q5. How would you describe your working relationship with ED's ESEA flexibility staff? (Open end)

Professional, respectful, High expectations, understanding of local barriers

excellent

Excellent

Our state does not have an approved flexibility waiver.

NA

Don't know how to answer these questions. Who are the ESEA flexibility staff? Our single point of contact or a broader team?

positive and continuing to evolve

Strong working relationship.

We have a very good working relationship with our state's co-leads. We feel very comfortable requesting assistance and they are very quick and accurate in providing responses.

Very positive

very good

Good

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

CORE QUESTIONS

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

Annual Joint Meeting (Summer)

The Title I, Title III, and Special Education directors' meeting is a nice collaboration. However, it would be nice to see an effort of collaboration in monitoring efforts, funding allowances and reduction in duplication of efforts.

The Title III office has become less visible and marginalized...even at the cross department meetings, [NAME] is not visible, nor is anyone with any relevant English Learner experience....she needs to be seen and either Title III or OELA need to be elevated to address and advocate for these programs.

Migrant Education and English Language Learner Programs can easily combine a meeting together so that they can have some overlap time for these two programs to discuss. Most Migrant Children are ELs.

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

tell me what they has been done so far and i will tell you how it has worked and what could be done better. your questions assume something has been done

Archiving conference calls and webinars for later use/access.

Conduct some meetings in a webinar format.

OESE could utilize interactive forum options like Twitter, live chat boxes on the website, WebEx calls, etc.

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

MSDS

CSSPR

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)

ED staff are timely in their response to our questions and are thorough in their answers.

i have had no customer service within the past 12 months

My best experience was working on monitoring findings with program specialist [NAME], who provided excellent technical assistance on Title III, Part A.

Movement to online access for Grant Award Notices.

Our state liaison has been very responsive and responds quickly.

Appreciate the frequent emails; really liked the coordination meeting held last summer in DC - looking forward to even better experience July 28-31 this summer

None

The technical assistance has been inefficient. The representatives are not knowledgeable in the programs to answer the programs and cannot answer questions. We are not able to call people. We must email. This is terrible customer service.

The Office team responded to my complex inquiry within 24 hours!

Combined Federal Meeting - good job!

N/A--my colleague who is the director of the EL programs has more interactions with the department.

Program officer quickly changed contact information on new project director and began communicating immediately to ensure timeliness of reporting.

I have had ongoing contact with my program officer due to a recent federal monitoring visit. I receive efficient responses and high quality technical assistance. I also have used the Joint Guidance OCR/DOJ communication on a regular basis and I am working on implementing the associated tool kits.

I have had a couple of questions that were eventually answered.

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)

none.

i have had no customer service within the past 12 months

I don't have a worst experience, but I often have to wait several weeks for a response for an email.

Inconsistent information from OSS staff. Some of it contradicts previous ED guidance.

Our state liaison is very new to the position so does not yet have a deep understanding of the specific grant program on which I work.

Not applicable

A tie between not receiving a response to my questions or getting a response that doesn't address my question.

None

There has been less and less EL/Title III focus.

Title III as a program has gotten lost in the reorganization. Not sure where the programmatic knowledge lies or who to turn to for specifics of this program. While I appreciate the collaborative framework as well as alignment efforts, there needs to be a sense of a Title III team for programmatic purposes.

N/A--my colleague who is the director of the EL programs has more interactions with the department. This is not applicable to me to respond.

None

I have not had a bad experience.

I don't know that I would advise this type of question on a survey! It might be more useful to ask about ways we think customer service experiences could be improved. The major way I would suggest is communication and introductions. When someone new comes on the scene, it would be most useful if Department of Education staff could have a system in place for introducing themselves and providing an overview of pertinent information and where to find it for the program the new person is a part of.

Not getting answers to questions in a timely manner.

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

Guidance on serving SPED/ELL students and exit criteria is needed.

what services? Has anybody compiled a list of OESE services provided? Your survey is the only knowledge I have that there might be services offered by OESE

Continue to provide updated FAQs, engage more with SEAs

Emails notifying SEAs of policy letters, updated guidance, monitoring reports, etc. / Webinars that go beyond just reading information on the page.

It would be helpful for the state liaison to have a significant understanding of the grant programs.

keep up the avenues of communication - we know it's time-consuming but is much appreciated

The transition to the new OSS has been difficult. There has been a noticeable drop in technical assistance to the SEA.

Provide timely guidance and not wait until we reach out to you. As an SEA, we provide timely guidance and communication to districts, but we don't hear from OESE regarding key issues: ESEA Reauthorization, ESEA

Renewals, Accountability. The Equity Plan work was better communicated to SEAs, but what about the other areas?

Improve the technical assistance.

Provide frequent updates to SEAs

I'm unsure of services offered from OESE....I was unsure of how to answer any of these questions.

Consistent, timely responses to SEAs requests and questions would be highly appreciated.

Services and support needs to reflect the speed at which it is needed and must be delivered in a more on demand method.

Transparent communication and clear TAs

Please allow institutions that submit multiple applications to have a standard upload on assurances and documentation of DUNS, FEI, and other data that should be obtained from the very lengthy CCR.

No suggestions

In general, as I wrote in the "worst experience" question, I think OESE can improve its service by doing a better job of having a system in place for introducing staff and giving an overview of pertinent information and where to find it for new people at SEAs.

CUSTOM QUESTIONS

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

continue with webinars.

i did not know that there was still Title III program staff

I think that the Title III program staff are moving to provide consistency and stability to SEAs through a team approach to technical assistance, and that is greatly appreciated. However, responses to requests and emails are taking a while to receive.

Email notification of policy letters issued, guidance, monitoring reports, etc. that potentially impact Title III

It would be helpful for the state liaison to have a very deep understanding of the Title III grant program.

the information provided re" the additional Immigrant funds was excellent and very clear - keep it up

In the past, the technical assistance was excellent. For the past year, it has been minimal. It needs to resume.

Answer our questions. We have reached out to our program person 4 times and have yet to hear from them.

Train the TA personnel.

Provide webinars and share power points on key guidance issues to SEAs so they can use them with sub-grantees. This good practice did not take place in 2014/15.

There are no longer Title III specific staff, so this question is irrelevant. I am unsure of any EL expert of Title III staff assigned to my state.

Our program leads under OSS reorganization do not have much experience in Title III. Additionally, when we brought up our questions/concerns, we did not receive any feedback from the state leads. At this point, we do not feel like we have the Title III program staff that we can reach out at the USDE.

Topics need to reflect being progressive, innovative, and be up to date with current issues. We seem to be having the same conversations as ten years ago.

Develop and make visible a core Title III/EL group.

Clear guidance on assessments for EL students with disabilities

Provide access to webinars that provide critical training that does not require travel or special equipment for access.

She is doing a great job!

The modules displayed at the Combined Federal Programs meeting is a positive step.

Title III program staff can do a better job of having a system in place to introduce themselves to new SEA program staff, and to share information and where to find it.

Q13. Please share any comments on how to improve the Title III onsite monitoring process. (Open end)

Have response form OESE Title III staff respond to SEA submissions to address findings

OESE staff were very responsive during the process to resolve the findings.

Looking at risk factors when determining on-site as opposed to desk monitoring...thanks

Need to take the state's context into consideration when making "findings" and "required actions." Provide follow-up TA with real-life examples/models from other states that would assist the state in improving the system.

Not sure, I was in a district when our State was monitored.

Share compilation of key findings from onsite visits with SEA directors to assist in improving program delivery and contribute to effective implementation.

Really visiting schools rather than focusing on paper work at the state level.

n/a

Building a networking opportunity for states to brainstorm solutions to issues "problems of practice" so bright spots can be replicated.

Education for Homeless Children and Youth - McKinney-Vento

CORE QUESTIONS

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

DK

I would like to see greater collaboration between the Homeless program and other programs that serve many of the same children; Title I, Title III, IDEA, School Mental Health, Project AWARE (SAMHSA), School Climate Transformation Grant, Pre-School Development Block Grant, etc.

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

not submitted through this office

Student Teacher Accountability Reporting System (STARS)

Not sure

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)

[NAME] is very accessible and willing to assist with any question. Recently, I had a question regarding a bill that was going to pass at the state level, and I needed his feedback. He was able to get it to me in a timely matter.

Any time a complex EHCY question or situation is referred to [NAME] at USED or to the NCHE, federally-funded technical assistance provider for EHCY), responses are prompt and thorough. I had a parent who was not pleased with the determination on her child's eligibility for MV services who continually went to USED and NCHE "answer-shopping," and I was very appreciative that not only was the same information shared with the parent, but she was referred back to me for further discussion.

[NAME] is wonderful--he answers questions quickly and accurately. I have sent a few questions to him and have had a great experience.

[NAME] made time with NC district homeless liaisons at the NAEHCY conference to discuss the PIT Count. He met with a group of liaisons that represented our state and asked pertinent questions for the collaboration, what is working, what challenges they face, and listened to suggestions and ideas. His leadership and support to the liaisons should be commended.

Our program contact, [NAME], is readily accessible and very responsive. His expertise and positive attitude are so helpful to state coordinators!

//////////////////// I had allowable costs questions and was directed by my supervisor to contact [NAME] directly with questions. He responded within the day and also included consultation from NCHE to get different perspectives. [NAME] is awesome! / NCHE is equally as awesome! They aren't great about returning emails, but the 1-800 line is a god send. I literally only receive training on the MVA from [NAME] and NCHE. They are all very personable and extremely passionate about what they do.

I emailed a question to the program coordinator and received a prompt response.

Information provided at the state liaisons' conference.

Because of the small staff at USED, the majority of my questions are addressed to the outside TA center. When I have emailed USED staff, I get a quick response.

N/A

None. My best interactions in the past 12 months have been with staff who do not work directly on this program as I look to integrate my program with other initiatives such as "My Brother's Keeper."

Hearing from and interacting with staff at the state coordinator's meeting. Department staff were informative and approachable.

NA

All of my experiences have been great. NCHE is so helpful and always returns call or email quickly!!!!

It is great to have phone calls and webinars with updates from staff.

I consistently find that customer service offered by the Department staff working on this program to be of high quality. Their responsiveness and professionalism is unparalleled.

person to person conversations

Generally responds within 24 hours

I have only been in this current role for less than 3 months, however I had some questions which I needed addressing. I called and received excellent guidance.

Meeting and dialoguing with ED staff who were in attendance for the annual State Coordinators' Meeting.

State Coordinator conference

I receive the best customer service EVERY time I call and enquire about a question.

N/A

[NAME], USDE, provides excellent technical assistance in a timely manner. He will always call me back or e-mail me. The National Center for Homeless Education ([NAME], [NAME], and [NAME]) also provide timely technical assistance.

fast response

Problem-solving with me the information being sought after from a local lawyer.

Helpful and responsive

Immediate email/phone responses to questions.

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)

N/A

The "worst" experience is not very bad... The level of detail regarding responses to questions on the use of Title I-A funding for homeless students (definition of comparable services, definition of "incidental" transportation costs, and clarity of the use of funds to support an LEA Homeless Education Liaison) is sometimes less than our SEA would like, and allows some LEAs to shirk responsibilities to serve their homeless students by "interpreting" the wording of the guidance provided in a different way, with no recourse from the SEA.

I haven't had any interaction with other USDE staff in the past 12 months. I can say that in the past when I have dealt with other staff besides [NAME], it may take several days to get a call or email returned.

I have not experienced any issues or concerns.,

EdFacts customer support. When submitting data, we cannot always get prompt responses to questions/problems.

I cannot think of a "worst" experience. I do wish that communication from the USDE was more clear - less words and more direct. We usually have to interpret them for the LEAs before we disperse them.

None

Conflicting guidance being distributed.

State Program Coordinators receive information via a webinar or NCHE conference from USED, however it takes months to receive printed information on what the director shared. We still don't have the PowerPoint and notes from the presentation made by USED at our February NCHE conference. If the information is something we are to be doing - share it in writing at the time of the presentation. An example outside of this department is the new Uniform Grant Guidance. The guidance went into effect 12/26/14, but it wasn't until May of 2015 that USED shared a presentation with a little vague guidance with us. More in-depth TA is to be coming, but nothing yet.

OESE staff member requested 8 months of work on an issue, then backtracked on the request, wasting hundreds of hours of work, and creating animosity between different work groups at the SEA.

There is a general lack of understanding among both OESE staff and technical assistance regarding the challenges of working in a rural/frontier state and working in a state that is truly "local control."

The changes in the department staff and structure have been confusing, but not detrimental.

NA

I have not experienced any bad customer service in the past 12 months.

N/A

N/A

nothing

As stated earlier I have only been in my current role for less than 3 months. I have not had any negative experience regarding customer service.

N/A

N/A

I have never experienced a horrible customer experience in the past 12 months.

N/A

For me, there never was a "worst" customer service experience.

Program assistance, and legislation knowledge

I really don't have one.

Difficulty in moving my program forward BUT no fault of the USDE.

none

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

Being a state on the west coast, I would like to see our State Coordinators' Spring Meetings held in other states. It would be nice to have the meetings more in the middle so that it is not such a long travel for any one State Coordinator.

It would be much appreciated if the EHCY Coordinator was available to provide direct technical assistance and to serve as a keynote speaker at SEA training events for the state's EHCY program. The NCHE's new contract with USED does not seem to allow enough time/funding for adequate technical assistance to states.

It would be wonderful if OESE wasn't so reluctant to put answers in writing. The OESE attorneys seem frightened to put a response in writing. Also, it takes months to get answers from the attorneys. It would be helpful to have lists of allowable and unallowable costs that can be paid through our funding sources. It would also be helpful to have lots of scenarios with real situations and their solutions available on the ED website.

I am extremely satisfied with the support and services. When I have any need, they are always available to assist me.

1. Communications (especially changes) from USDE need to be more succinct/clear and less "eloquent" - we literally have to dumb them down so that folks at the LEA level will even read them, much less understand them. /

I tend to use the technical assistance center most frequently but am glad I can reach USED program staff when I need to.

To become more timely in response to questions. To offer more webinars to disburse information.

More staff. I would love a very detailed guidance on approved and not approved use of funds! Similar to the one Texas created, but from OESE, so we know we can believe it!

consistency and timeliness

A greater push from the top down on program collaboration with other federal programs both within the Dept of Ed and in other departments, such as HHS and DOJ.

No suggestions

I would find additional materials on program review and evaluation of regional projects to be helpful. The indicators included in the instruments that I have found primarily appear to review/evaluate the SEA.

Not sure, I am new to the program.

N/A

Address virtual schools.

OESE is doing an excellent job in every area of service.

I am satisfied.

I am very satisfied with the service I get from OESE. Maybe the Consolidated State Performance Reports could be posted sooner.

I'm not sure if this is possible: general tendencies/problems and the overall ebb & flow noticed throughout the country...if there could be a "shout out"...or some sort of quick push message system to alert state coordinators of potential tendencies to be alerted to... / Not sure if this is making sense...maybe a quick FAQ sheet...:)

The guidelines for comparable services for Homeless Children remain a gray area. Part A set aside funding is also a gray area that is at the digression of the state office to decide amount of funding. Our state uses the September count of Homeless enrolled in free and reduced lunch. Numbers are low in September versus the end of year numbers. Therefore our funding is small.

Pleased at this time.

More federal-level collaboration that can serve as a model for states and LEAs.

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)

N/A

I would strongly recommend (and appreciate) more flexibility and availability for EHCY Coordinator and NCHE staff to conduct technical assistance onsite in states, to support State EHCY Coordinators within their SEAs, and to participate in SEA trainings and technical assistance conferences for LEA Liaisons.

Continue as it has been. It's doing a great job!

Providing additional learning opportunities with other State Coordinators is critical to our work. Many would like to meet for more time during the annual NAEHCY Conference or have a Regional Compliance Meeting for the purpose of developing collaborations and learning about what other states are using to deliver TA to the SEA and LEAs. I would like to see a more training provided on Title I, additional guidance on budgets and working with finance offices and new templates of forms that State Coordinators can make specific to their state for the LEAs use. Example templates that would be helpful include transportation contracts, mid-year and EOY reporting for charter schools, non-subgrant and subgrant recipients, as well as memorandum of agreements w/ shelters/ HUD and PIT staff, etc. I would also like more guidance scripted out on 0-5 year olds /out of school youth counts that I can easily provide to liaisons.

Need help/clear guidance with developing a new state plan for the Education of Homeless Children and Youth.

More of a focus of requirements at State level and both SEA and LEA monitoring at State Coordinator's meeting

Offer webinars more frequently.

Share best practices of successful programs showing measurable performance results. Again, a compliance handbook that covers approved and not approved use of funds! More than one state coordinators conference per year - to allow more state to state collaboration and the sharing of best practices.

Increased availability for local site visits or training

Push for greater coordination between programs. The Homeless program seems more siloed than the N&D program. TA from the Homeless program also seems less interested in working with other related programs, such as N&D. The NDTAC team is much more interested in collaborative efforts. This is based on my personal conversations with TA from both NCHE and NDTAC.

Continue to contract with NCHE and provide opportunities, like the State Coordinator's Meeting to interact with USED, NCHE and other state coordinators in person. I have administered federally funded programs for years and have had the best experience with the Homeless Education program. I appreciate the support and guidance so much.

No suggestions

Right now I can not think of additional assistance needed. The technical assistance from NCHE is amazing and the State Coordinator's Conference is so beneficial.

New guidance on creating a state plan

As previously mentioned, provide project review/evaluation specific to LEA programs (of all types, i.e. regional, LEA or hybrid).

provide resources for state plans.

N/A

N/A

Provide info about virtual schools

The Education for Homeless Children and Youth program office is doing an awesome job already.

Very satisfied.

I am very satisfied with the Education for Homeless Children and Youth Program Office.

as a new coordinator, it would be helpful to be provided some sort of timeline/calendar...flow chart...something to see the big picture to connect the dots and know when/what is due...

We need guidance with writing and updating our state plan for MVA. Currently working on a needs assessment. I'd like someone to force the state to update the data system to allow MVA queries. Ability to complete data analysis is complex.

Onsite monitoring that include subgrantees should occur at one location to reduce travel challenges in the state. / More TA on best practices to assist subgrantees with academic performance monitoring.

While I understand the Center helps build the capacity of USDOE and states, it wasn't until I took this survey until I realized how little assistance I get from USDOE.

Neglected and Delinquent State and Local Agency Programs

CORE QUESTIONS

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

Our model here in Montana shows a high level of cooperation and collaboration between the Title I, Part A program, the Title I, Part D program, and the Homeless Program. All three programs work together to share ideas, to show districts how funding can often be combined to serve students who qualify under one or more programs. At the federal level and within organizations such as the National Title I Association, the Homeless and N&D programs are often forgotten in the same manner as our students. My understanding now is that these programs aren't participating in combined meetings for reasons that haven't been explained to those of us on the ground doing the work. I see a huge lack of knowledge and understanding among my fellow state coordinators for the two programs that I find both disturbing and detrimental to the work that we are doing.

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

Please make the website more customer friendly. At times, it's impossible to find program-related information.

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

online cspr

ADEN/AIM

Our own files, we have to populate Eden

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)

I had some positive conversations with OESE staff who were present at the Title I D conference. I haven't had the opportunity to reach out to them now that I am home, but am excited about the prospect of working with [NAME] on some of the My Brother's Keeper work being done in reservation communities.

I have not had any contact with USDE staff; I have used resources online and from the contracted technical assistance group NDTAC.

Regular conference calls with program director keep me aware of trending issues and upcoming deadlines

Assistance given regarding the submission of EDEN data.

[NAME] always responds in a timely manner even if he doesn't have answers yet. I appreciate him keeping me 'in the loop' as he waits for answers (and receives them).

The quarterly calls are very useful, though there have not been any of late.

conference calls with [NAME]

NA

[NAME] has been responsive to my phone calls and emails.

in person conversations

Working with [NAME] in the Title I N&D program. He is understanding of the implementation of the program and keeps that in mind as he balances the federal requirements. He is mindful and his staff is respectful of the balance necessary for good service and fulfilling requirements.

the time I asked for assistance on a particular problem, they responded quickly and stayed on the line to make sure all my questions were answered

Response received in a timely and efficient manner. The responses provided were sufficient for the questions presented.

As a new coordinator for Title I, Part D this past year, [NAME] and NDTAC have been extremely helpful. I appreciate how open to questions they are no matter how technical or small an inquiry may seem.

2015 NDTAC Conference on Title I

I was assisted with locating a speaker to present at our Federal Programs yearly conference.

Used minimally in past 12 months.

NDTAC provided me with conference materials and webinars to review the conference as I didn't attend this year.

I can't think of a particular incident or anything with a particular person; My experience has been good overall;

The quickness and thoroughness of responses to questions.

conference in DC good opportunity to connect and talk

Meeting new ED staff.

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)

No negative experiences here.

I have not had any contact with USDE staff; I have used resources online and from the contracted technical assistance group NDTAC.

I have not had a bad experience nor even an inadequate experience with ED program staff.

N/A

I haven't had a bad experience, though it would be helpful to receive the approved notes from the federal calls and the federal sessions at the NDTAC conference sooner.

na /

NA

Haven't really had a "worst" scenario.

not getting return calls in a timely manner

The wait time for a response to a question is often months upon months. This often makes it difficult to respond to the immediate needs of the program.

the time we were supposed to have a WEBEX and it did not work; sitting on the phone and online for 30 minutes waiting

N/A

N/A /

NA

The process of traveling to D.C. each year for the NDTAC.

Asked for a recap of National conference that we were not able to attend and it was scheduled on a date we were not available.

N/A

I asked my NDTAC consultant a question that needed to be researched- a state initiative- RTI. I've asked her several times and months have gone by. I still don't have an answer to this funding question.

I try not to dwell on negative and so whatever it was I quickly bounced back or just didn't keep track of it; I'm sure it had to do with response time needed in regards to critical questions on clarity for a rule or procedure. If a person gets a message & it's not their area, the employee should find out who does handle it and refer the message or call; letting it sit is not professional and does not represent good customer service nor should it be an option. There have been so many changes with responsibilities and personnel; it's critical for us to be able to contact the right person and get the proper response.

Not had any.

none

The annual conference was confusing especially the part about presentations on state plans and then changing their minds and not calling the documents state plans.

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

Encouraging more collaboration between programs through example and through direct written advising to state level programs.

Updated non-regulatory guidance for Title I, Part D. Collect questions, etc. from the field and provide responses that are more relevant now, in 2015.

?

It would be helpful to have more resources for programs located in correctional facilities. Also, calls across program types - LEA based programs, jj facilities, correctional facilities. I know from the N and D conferences that our state programs look very different, and some program type subgroups would be helpful.

No comments at this time.

Part D is such a small program and the statutes haven't changed in years, so there isn't too much to be done. I do appreciate efforts to increase online efficiency around the CSPR data submission.

I don't know the program well enough to reply at this time

There is room for growth in developing technology and using interactive or multimedia formats to deliver information and materials. Often there is a desire to see exemplary practices and highlights of programs across the country, there is not much of that happening at this point (for understandable reasons not to encourage one or more practices over another).

keep building relationships between state program staff and OESE staff; this is what works best as we are still a "people business"; my best memory over the years has been when my program person called me when I was with my daughter in the hospital. he made sure to ask how she was and how I was doing before going into the business at hand

Provide training and professional learning that is not rushed (i.e. via annual NDTACC conference).

It would be helpful if OESE could highlight or make clear the "products" that were just referenced. I'm not sure of any "products" that were made available.

N/A I am a sub-grantee, so I work with my state office representative and not with the OESE staff unless invited to conferences or meetings with the state office members.

Not sure.

NDTAC does a great job on training for federal requirements and they have regional calls to look at topics related to the neglected and delinquent program. NDTAC has also expanded by collaborating with other organizations. I've been a neglected and delinquent coordinator for a decade. Much of the training I already know and periodically NDTAC will ask for my participation in projects such as the development of the coordinators handbook, sharing on webinars, and piloting SurveyGizmo to collect CSPR data. NDTAC does a great job at the federal/state level. Some of what I need to know is more on the practitioner level or with using Title I -A funds for programs serving neglected youth. A couple of times they have asked me to get involved with a project and then didn't do the followup with me to find out the results such as piloting SurveyGizmo to collect CSPR data. NDTAC asked me and a couple district N&D coordinators from my state to develop slides and present in a webinar with two other states. We said we would be happy to share. The NDTAC coordinator didn't play timekeeper for the webinar, so the other states had ample time to present and my group didn't have enough time. It was awkward and a waste of my people's time. I was also asked to present on another webinar that never came to fruition. My thought is do enough pre-planning before people are asked to get involved. Overall NDTAC does a great job. They are professional and their materials they have developed through the years are helpful and of advanced quality.

Not just encourage, but require collaboration among different departments and divisions both upper and lower management; create more FAQs...

Very satisfied.

just keep reaching out personally sometimes and keep things SIMPLE

Continue to move in a positive direction which seemed to start with changes mentioned at the annual conference concerning Title I D leadership changes.

CUSTOM QUESTIONS

Q12. What can Title I, Part D program office do over the next year to meet your state's technical assistance, program improvement and coordination needs?

Encourage more collaboration through example and written directions to State Title I part A directors and to Homeless Coordinators. These kids move across systems, but the systems aren't talking to each other within the state agencies. It happens here in Montana, but it often isn't happening in other states.

Continue to produce more guidance and webinars that we can share with the field. Even if the topics have been covered in past year webinars, cover them again! While I know that the law (NCLB) hasn't changed, new content could be produced. Specifically, I would like to see more information we can share with the field. Other programs have a newsletter, this might be helpful.

send more funding to our state

There may need to be more direct contact with OSHS. The technical assistance provider, NDTAC, recycles information and share it between the state coordinators. They don't seem to have any innovative ways for Part D program delivery.

Continuing providing the excellent customer service, technical assistance, and coordination they are doing now. NDTAC and the ED Program office do a wonderful job responding to TA requests and ensuring they provide answers in a timely manner (whenever possible).

Continue with the Coordinators conference. Peer to peer interactions are very helpful.

No comment at this time.

Ask the states over a series of monthly meetings to discuss ESEA reauthorization.

If NDTAC would mirror NCHE in the sense of not just providing technical assistance to the State Coordinators, but to provide technical assistance to our subgrantees. Monthly webinars, issue briefs, etc.

need to have some one on one time to understand funding and flowthrough

Continue to support NDTAC and attempt to reduce the amount of time between an official response from either representative (NDTAC or TI-D staff).

come out to the states that are far away to see first hand what we are doing

Provide annual training and professional learning that allows other collaborative stakeholders to attend.

It would be helpful to emphasize to state administration the importance of having sufficient staff to oversee and support Part D programming.

CSPR questions need more clarity. What is the "true question" being asked? NDTAC is helpful in providing tools - but they will give a final answer on direct program questions. It's good to run it by them - but hard to handle vague answers. It would be better if they would just say up front that they only offer support, not answers. It's clear why they can not be the final say, it should just be more understood what their role is to new coordinators.

I do not know. However, here are the challenges that I have seen as a sub-grantee. We only deal with the state education agency, which is going through a lot of changes such as switching to the electronic grants management system (EGMS). Because the state agency switched our financial reporting protocols mid-grant year to utilize the EGMS system, we had a lot of technical issues that we did not foresee, and it delayed our ability to properly show that we were drawing down funds. Our state education agency saw this issue and held a conference to discuss how to use the EGMS system for all sub-grantees.

not sure

Discuss the Title I Part A Neglected Program, examine initiatives that other states are doing to raise RLA and math scores such as RTI, develop a tool for state coordinators to enable us to examine our individual school's CSPR outcomes/achievement data over a three year interval

I need them to emphasize how important the yearly meeting is with our program people and other state coordinators. Help us with policy and procedures expectations and provide examples of a good policy -vs- a bad one.

Continue as before. Use NDTAC!

KEEP clarifying the law and support me in the flexibility of N/D

Rural Education Achievement Program/Rural and Low Income School Program

CORE QUESTIONS

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

The Title ID program has a good way of supporting and responding to inquiries. NDTAC helps support that relationship with States.

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

Webinars have been very poor quality. I'm not really sure how to improve this. Perhaps if they tested the site first, that would improve the quality.

REAP does not offer anything that I know of other than the kickoff webinar. I would like to see more

Conduct Webinars with sound

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

MAX.gov

CSPR Report

I am not the person who does this.

CSPR, FFTA

Max.gov

Not sure will have to check

Eden

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)

[NAME] usually answers questions within one day and has clear grasp of what is needed in Montana. [NAME] is my new program officer and has answered quickly, although [NAME] usually still responds.

[NAME] is very responsive when questions arise and remembers conversations from prior years.

Staff helped regain REAP eligibility for 2 districts that were unfunded without notice.

My emails are answered within a day

[NAME] has been extremely helpful and patient with my questions.

Clarification on disbursement of funds process/date certain

email questions answered promptly

My program managers have been very responsive to my requests and provide gentle reminders as deadlines are nearing.

The best was just last month working with our program office for the state. She was great getting back with me and looking over the details so we had good data.

Edfacts staff are top rate and assist quickly with any issue. SLDS technical assistance staff are knowledgeable and are there to support our effort and make our projects successful.

The REAP team lead goes above and beyond to assist in any questions or problems we encounter. The office is very responsive.

Best customer service experience has been the timely manner in which responses to questions and concerns are answered.

A new staff member was assigned to our state and was able to pick up right where the last person left off. My requests were handled in a timely manner and problems which arose with my districts were handled with the collaboration of US Department of Education staff.

My best experience was a collection of emails and at least one phone call during which the office helped me understand what could be a part of an alternative state definition of "rural" for the purposes of grant eligibility.

Reaching out to the REAP Team Leader, [NAME] after not receiving a response from the state assigned program office after several attempts over a two month period. [NAME] responded immediately and put me in contact with the new program officer.

N/A

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)

Title VIB; Not very worst but one question is still not answered. They are probably researching it. / / Title IIA:: They keep changing program officers. About the time someone knows how the program works, we have to train

another new bunch enthusiastic but uninformed staff. We've had 3 changes of staff in the past 3 months due to new OESE "helpful" restructuring. [NAME] is trying hard.

Some of the other staff do not pay attention to details and sometimes get information incorrect.

Program officer did not prepare thorough Data Analysis Review for changes in eligibility.

can't think of any

This year's kick off webinar was low quality. Other people from different states became "heated" when there were no answers for their questions.

Slow/lack of response on request for information

n/a

n/a

N/A

well really not bad service just a lack of service in some areas

I don't receive reply's to my e-mails or phone messages, I have to rely on calling the ED and hope they will answer. Most times when I do get a hold of the ED by phone I am told I something, but the follow through does not happen. Communication is terrible!

None

NA

N/A

Every time I've tried to get the date of a release of data or grant information -- nothing's hard and fast.

N/A

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

Stop changing the Title IIA program officers; let someone really learn how the program works for our districts. Although VIB has had changes, the core staff stays the same and becomes more knowledgeable and helpful over time. IIA keeps changing the emphasis and the program officers and their message. Quite useless to the LEAs and confusing at the SEA. Thank goodness that I've been doing this job long enough to have some continuity and develop some judgment. [NAME], Montana

na

I think their services are "ok."

Keep up the good work

Knowing about staff changes is helpful

More on-line training for new State Department employees.

Need more help with REAP on what our roll is as a state with SRSA and options or best practices for RLIS

Follow through and Accountability

NA

N/A

Improved timeliness of and clarity around the release dates of information and grant materials. More guidance around eligibility for my grants and applicable uses of funds. More best practices of program management -- even just how other states manage these grants.

More online training for SEA's. Due to high turnover this is the only way to keep staff informed and trained.

Continue the work to structure all ESEA program under the Office of State Support's structure to improve collaboration among all title programs. Please include Title IV (21st CCLC) and Title VI (REAP) in that office structure.

CUSTOM QUESTIONS

Q3. Please provide at least one important informational topic that the RLIS Kickoff Teleconferences provided to you, and also provide at least one important topic you would like to see presented/covered in future webinars. (open-ended)

I've been watching these for years and always learn a new way to look at the material. The explanations of the eligibility spreadsheet is very good as is they way they explain "small and rural". They cover what I need to administer the program and I appreciate them. [NAME] Montana

review of the submission via Max system / Discussion on virtual charter schools and REAP

Estimate of funding levels. / How DOE interacts with LEAs

Timeline /

Timelines were an important topic. However, when it came time to submit the information required, there was confusion about what was said. A person from my finance department and I both got the dates wrong.

Timeline was helpful.

I appreciate the review of grant basics and the year's timeline information

Edfact reporting is what I would like to see more detail on

Deadlines are provided in the Webinar, but the ED does not follow through on meeting their deadlines . More information about where data is coming from and what the data is determined by, for example, locale codes and percentage of families below poverty line.

The kickoffs are fine to remind folks about the purpose, timeline and expectations from the program but are fairly boilerplate.

Many LEAs want to know why those who have received funding for a number of years were discontinued grant funding in a particular year. The explanation given helped me inform them how new census data information may have changed their locale codes.

How the reporting of data is crucial to LEA allocations

I appreciate knowing deadlines that apply to me for the coming year. In the future, I would like to see more on allowable activities and best practices.

N/A

Q5. Are there any online resources you would like to see added to the website? Explain. (Open-Ended)

None.

not at this time

What are some innovative ways that districts or states have leverage these funds? This kind of best practice information would be helpful.

Q6. Please provide an example of you BEST experience with the REAP Program office. What made this experience stand out? Explain.

already answered

Team leader helped regain eligibility for 2 districts.

Processed latecomers who were eligible

I have asked both [NAME] and [NAME] questions. They were both excellent.

teleconference because it was so informative

DAR phone conversations

She has been very patient during a time when my agency is undergoing a large transition. She is helpful, organized, and timely.

When I receive an answer to a question in a timely manor

They are very helpful and knowledgeable.

I would refer back to my experience determining a state alternative definition of "rural" for eligibility purposes -- really helped me see what I needed to do in order to have a legitimate alternative.

The REAP Program office is always very helpful when we complete our eligibility spreadsheet each year. This is really the only interaction we have had during the past year.

Q7. Please provide an example of your WORST experience with the REAP program office. What made it a bad experience? What should the REAP office have done differently? Explain.

already answered

Program officer did not prepare thorough DAR for current year.

Turnaround for eligibility data is too short. it should have been longer.

I haven't had a worst experience.

n/a

N/A

Data I have received from the ED is inaccurate, therefore I provide LEAs wrong data that complicates their eligibility status and stresses them out. It seems like the ED does not care about the program by providing CDE inaccurate data and not responding to my e-mails and phone messages. I an unable to do my job without the support from the ED.

None

When I've asked about clarity surrounding "locale codes" I've mostly been referred elsewhere without a guarantee of a clear answer coming down the line. The REAP office could have had more information on hand about how this element of the determination process works, given that it's a key factor for eligibility.

N/A

Q8. Please share any comments on how the REAP Team can better support your work as a REAP State Coordinator (open-ended)

Best team at ED - quick accurate understanding responses. [NAME] usually responds the same day or the next. [NAME], Montana

I think they are fine. I would like to see a change in the timelines for the grant awards.

continue to send out monthly reports on draw downs so that we can remind our LEAs to spend their funds prior to expiration. /

I appreciate the prompt responses I've received

More best practices and resources for Rural schools in improvement and what is the states roll to support SRSA sites

Communication by quickly and efficiently answering my questions by e-mail and phone calls. The ED needs to communicate with CDE when updates and changes are made to the eligibility status of LEAs throughout the year. Have the ED clearly define the States roll in the REAP program and their own role as well, and follow through with that. Meet deadlines they create for the REAP eligibility process. Provide more information about the data used to determine eligibility, like locale codes and poverty data. The Webinar is helpful, but provide more training for REAP State Coordinators. The eligibility spreadsheet is poorly made, it may look nice but is not data friendly. LEAs complain to me they are unable to get a hold of the ED when they attempt to contact them.

Program officers are approachable and good to work with.

Provide more frequent trainings beyond the mid year report. For new REAP Coordinatos this would be helpful.

I would love more examples of best practices of program management from other states. I would love to know more about the elements that determine eligibility. It feels as if the eligibility determinations and allocation announcements come later than any other grant -- so late that districts are often far into their decision-making process for the coming year before they even know if they'll still be eligible for these dollars, which in no way helps them manage their activities better; any change on this front would be a huge help to districts.

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.

Our Rural and Low Income grant supported most Title I programs with a district wide classroom management program called Capturing Kid's Hearts, very positive.

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

Schoolmaster/ISEE

Do not know

don't know

GEM

Skyward

cmdc

IWAS

Not sure

PEIMS

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)

Not Applicable

n/a

I don't think I am supposed to be taking this survey as I don't know what most of the questions mean.

I haven't call for support in over a year.

none

There has been NO customer service experience.

I had questions regarding reimbursement and they were answered quickly and efficiently.

N/A

Timely efficient

I really liked the E-grants training workshop where I had hands on and personal to answer my questions right away, as well as , help navigate me threw the system.

Quick on return calls and knowledgeable about what we need

have not worked with anyone in past year

I HAVE NOT HAD ANY DIRECT CONTACT WITH THE DEPARTMENT OF EDUCATION STAFF. I UTILIZE THE TEXAS EDUCATION AGENCY AND REGION IX EDUCATION SERVICE CENTER FOR GRANT APPLICATION AND COMPLIANCE SERVICES. I UTILIZE THE DOE WEBSITE TO DRAW DOWN FUNDS AND THAT APPLICATION RUNS SMOOTHLY.

Since I do not utilize the website often...maybe 4 times annually...I have had to call to refresh my memory about the processes I need to go through to complete my project. The "Help" staff is always respectful, kind, and patient.

I received a phone call one day from a staff member bringing my attention to a balance in our grant fund and encouraging us to use the money. I appreciated the attention and the effectiveness of the call. DOE members have always been fully knowledgeable, courteous, and helpful to me.

great efficiency!

Assistance provided to improve reporting of use of funds and suggestions to enhance district programs with support of grant funds.

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)

Not Applicable

n/a

N/A

none

There has been NO customer service experience.

I have not had any negative experiences.

N/A

Na

Driving so very far and sitting and listening to speakers, I need real life, hands on experience because I am new to this position and I'm not sure of what to ask or how to get information I need for reporting data.

NONE

I have not had any bad experiences with the USDE staff.

None

NA

No worst experience to report.

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

No assistance needed at this time.

Nothing I can think of at this time.

I use it very little and have no opinion. I would appreciate that they not change their site just for the sake of change like everyone else seems to do.

cut all bureaucracy

Explain the REAP program.

I have been very satisfied and do not have any suggestions for improvement.

Collect less data

None

Web site uses legal language in its description of grants and services

More hands on training for people who are new to a position .

I rarely use the website, so my password expires without me knowing it. If we could keep our passwords for a year, that would be very helpful. Or if we could be notified when our password is expiring, that would be helpful also.

MORE MONEY FROM THE DEPARTMENT OF EDUCATION.

At this time, I am completely satisfied with the OESE services.

Just continue as is. I have been extremely satisfied.

Our district appreciates the flexibility allowed in use of the funds. We can assist more local programs with the funds not being restricted or limited to one area.

CUSTOM QUESTIONS

Q3. Please provide an example of your BEST experience with the REAP Program office. What made this experience stand out? Explain.

The office has been timely with responding to our district's questions.

I was able to contact someone and get answers.

I haven't used support in over a year. I called about how to claim on the system once and was graciously helped out. I also needed password help once and was helped very quickly.

none

Have not had experience with REAP Program office.

the funding helps save programs that would have been reduced otherwise.

N/A

All responses to question were immediate . Grant requirements were simple and direct, and designed to support plans in place

I have not had to contact REAP Program, which now makes me think, am I missing something?

n/a

Assisted with change of contact information.

I DO NOT DEAL WITH THE REAP PROGRAM OFFICE AS I UTILIZE THE TEXAS EDUCATION AGENCY AND REGION 9 EDUCATIONAL SERVICES GRANT ASSISTANCE.

The REAP program office answered my questions promptly.

I received a phone call one day from the office bringing my attention to a small balance in our grant account and encouraging us to use the money. I appreciated the attention and the assistance.

just over all efficiency and helpfulness.

Again, having the representative provide assistance in a pleasant and helpful manner and explaining or answering a question making the situation more clear.

Q4. Please provide an example of your WORST experience with the REAP Program office. What made it a bad experience? What should the REAP office have done differently? Explain.

None at this time.

I had trouble contacting people and getting a call back.

none

none

Have not had experience with REAP Program office.

N/A

No bad experiences

Can I have a simple explanation of just what REAP Program covers?

NONE

At this time, I have not had a poor experience with the REAP Program office.

None.

NA

No worst experience

Q6. Are there any online resources you would like to see added to the website? Explain.

N/A

Not that I can think of.

none

Don't know enough to suggest.

None

NO

None

Q7. Think about your procedures when you go into G5 and access your REAP SRSA funds. What kinds of guidance and/or technical assistance from the REAP Program Office would you like to have available in order to avoid having large, unspent balances of REAP SRSA funds left in your account? Explain.

N/A

G5 seems to work fairly smoothly.

Don't have an issue like this.

none

I have not done this.

N/A

More grants that are user friendly, direct, and have minimal paperwork like the REAP program.

??

Rather than a reminder on the G5 site, an email reminder to the Superintendent and Business Manager would be best. Superintendents and Business Managers come and go so frequently that improper training leads to the District not even knowing the money is there. Perhaps it could be monitored by each State Department of Education.

An easy way to see a list of payments already requested and sent.

IT IS VERY SUFFICIENT.

I have never had an unspent balance in my account, so I do not need additional guidance.

Our grant is relatively small and we have been able to track it effectively and accurately ourselves.

I feel that the service is great!

Do not need assistance in spending funds, but do appreciate the reminders that funds available do need to be expended before the deadline.

Q8. Please share any comments on how the REAP Team can better support your work as a REAP grantee (Open-ended)

I can't think of anything needed at this time

n/a

Larger amounts. Our Title 1 and Reap money that comes through the State has diminished to where we are almost funding half the Title program with local funds. That's with making cuts besides.

Not sure.

None

Team is great

I'm not sure what to ask, since I'm new and still trying to figure out my computer system and all the passwords that go along with each program.

MORE MONEY

The REAP team does a great job. I do not need additional support.

We have greatly appreciated the grant over the years. The website has always been easily navigable (although the frequent changes in passwords are sometimes tricky), and the staff members have always been knowledgeable, helpful, and courteous. Because our grant is relatively small, the recent changes adding more technology really have little impact on our use. Compared to most other grants, this one has been a pleasure to access and utilize.

The only improvement would be if we could receive additional funding. Again, I appreciate the flexibility in spending along with the extended time line to spend the funds.

School Climate Transformation Grants/State Department of Education

CORE QUESTIONS

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

don't know, have not reported yet

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. (Open end)

Timely feedback to inquiries.

i have had so little contact, i can't think of a "best"

USDE Project Officer was timely in returning calls and resolving issues.

[NAME] provided detailed responses to questions about grant APR process, funding process for year 2, and comments regarding our progress to date.

The friendliness of our Federal Program Officer

Staff respond quickly to email and phone calls.

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)

Uploading portions of our APR to teh G5 system.

see above

N/A

N/A

The challenge of maneuvering through G5 /

The organization of the new technical assistance centers are difficult to understand.

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

provide some services; can see no real services that we were not already getting prior to the Climate project

Continue to maintain open and timely lines of communication

G5 site can be unreliable and unintuitive at times so improved ease of use would help.

Streamlining the processes for support from the new technical assistance centers. The requirement to sign a letter of commitment to receive TA in a certain format was a barrier. We need flexibility.

School Climate Transformation Grants/Local Education Agency

CORE QUESTIONS

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

every webinar that has taken place thus far always has technical challenges at start up or in the middle of the webinar, the speaker has had to get support from an IT person to share screens or information. It becomes challenging as a participant to focus on these webinars.

The G5 system is not an efficient way to report. It must be more user friendly.

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

Power School

G5

Do not know

G5

PBIS/SWIS

G5 data system

G5

G5

G-5

Skyward

g5

G5

G5

G5

G5

G5

G5

G5

G5

PowerSchool

G5

G5

TxEIS

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. (Open end)

Personal calls from our DOE contact, [NAME]. I have been pleasantly surprised at the time and patience she has had with me. We have talked, one on one and met face to face, to discuss any issues or concerns I may have with resources and implementation of this grant. It is so appreciated! Also, [NAME] has been extremely helpful. Spending an entire day with my team, at my school district. We were all impressed with her knowledge base and assistance.

[NAME] and [NAME] have been incredibly responsive to reporting questions and implementation questions. They have also taken steps to make sure our local efforts were linked to national TAS.

Very responsive and helpful

Our project officer [NAME] has been unfailingly prompt and supportive.

Excellent intro to the program at the PBIS leadership conference in Chicago. Excellent and timely webinars to follow-up with startup and implementation. Very responsive FPO. Technical assistance from [NAME] and his crew is exceptional.

I called on the phone and received an answer right then :):)

responsiveness

Our recent call to our Project Officer, [NAME], was very effective and informative.

The G5 help desk has been helpful

The "School Climate & Culture" Grant had to be amended more than twice and [NAME] was always available to guide, provide support to my thinking of what was allowable based on the approved grant.

Our program officer is very responsive. She typically responds to email within 24 hours.

Both [NAME] and [NAME] are responsive to email / [NAME] is our OSEP TA and he is equally responsive quick response to email

My program officer is incredible! When I have a question; she responds. When I have a request, she is thoughtful thoughtful about walking through my conundrum. Her guidance is practical. Best of all, she has been my most inspiring thought partner through this perplexing start up year.

Working directly with the GPO assigned to my grant. She is extremely professional, courteous and responsive. She clearly explains expectations and provides excellent guidance.

[NAME] has been wonderful in responding to questions, guiding us, learning together and supporting our initiatives, We are very grateful for her help... EVERY TIME we call:)

Our Program Officer [NAME] has been been very responsive and meets or exceeds all expectations.

Calls with [NAME]

I would have to say the excitement that the DOE staff display for each of our projects and their willingness to go above and beyond to help make the grantee, and grants, successful,

[NAME] PO has been responsive to emails when I have asked her questions.

I reached out to [NAME], our Program Officer, to receive guidance on a delicate manner pertaining to our LEA and the grant. She provided such tactful guidance and made very effective recommendations.

I have had received several phone calls with my FPO that have been very useful.

Our Project Officer and the Director have consistently been very prompt in responding to our emails. This is very much appreciated and has made our work with the USDOE very rewarding!

I called about needing clarification about our program challenges and my program officer got back to me promptly and we problem solved together.

[NAME] has been extremely helpful with feedback and passing along information (trainings, webinars, documentation) to assist with the managing of our program.

Staff has always been very friendly and attentive. Responds to our requests immediately.

Getting timely responses to questions

Personal phone calls with USDOE Project Director.

[NAME] has been amazing in providing prompt responses to any questions that we may have.

The response time for questions has been within 1-2 days. Also the responses have been detailed and informative.

Federal project officers have been responsive and totally helpful.

Email responses very quickly, answering all of my questions about the grant and entering information in the G5 system.

TA has been timely and useful

The quick response to my questions on the performance report.

[NAME] is understanding of realistic program implementation. When our district experienced challenges, she worked with the district to ensure we had the resources and support needed to implement accordingly.

Best interactions have been with our federal project officer who is always extremely responsive, thorough and invested in helping our project succeed; also, the organization and format of the new grantee meeting in Chicago was outstanding.

Friendly, quick response to questions

When I was completing my semi annual report, I had a few questions that needed to be answered quickly, and the response was efficient and done in such a timely manner that I was able to submit my report on time.

We have received great support and service from all of the staff when we have asked questions. The information shared sent out to us ahead of time in the form of webinars or email communications has been very helpful

[NAME] has been fantastic to work with in terms of any questions I've had about budget, TA, data, etc. She has always responded in a caring and competent manner that has helped me feel more confident about our program and the changes we might need to make.

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)

I have only had awesome experiences to this point.

None.

Not applicable to this program.

I haven't had any bad experiences. I suppose there were some webinars that were less relevant because I'm an experienced project director, but the webinars themselves were of good quality.

I have not had any bad experiences

n/a

N/A

none, but if the G5 system was better, we would not need to use the help desk so much

Nil.

Our program officer was not available during "crunch time" as we were trying to compile and submit our performance report.

I really don't care for the G5 system. sorry.

The technical difficulties with some of the webinars are extremely frustrating and distracting.

none!

N/A

NA

I have received a lot of "let me get back to you on this question", which is understandable as it is a new initiative, however it becomes challenging when that is a common response.

none at this time

N/A

None.

None

N/A

the G5 hotline

When trying to add rites for G5 to my Grant Accountant, the service said that it was down and just give her my username and password.

NA

It took some time to switch over the name of the grant's project director and some emails were missed at the very beginning of the grant cycle.

Using the G5 site to file reports electronically has been very frustrating, to the point I did my last report by hard copy.

Not getting a response to an email.

Called asking for assistance in navigating G5. Was referred to the on-line assistance which was not very easy to use or helpful.

N/A

n/a

No specifically bad experiences, but the quality of online technical assistance webinars is inconsistent,

none

We have not had a bad experience

N/A

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

To continue the personal touch as well as offering webinars and other electronic/technological communication. Thank you for this opportunity!

No specifics- maintain a listening ear.

It would be wonderful to have more grant opportunities to pilot initiatives at the local education level.

As the projects are implemented and startup is no longer an issue, the PBIS leadership conference or the PBIS conference in the spring may have information that is no longer relevant to our stage of development. So that's the challenge, to continue to provide professional development experiences that continue to inform and grow our capabilities.

Doing fine

We get information via emails and webinars, and a lot of times the information is duplicated. Less frequent and more condensed information would help us save time.

clear guidance and easier to follow reporting.

Nothing at this time.

Keep doing what you are doing [NAME]. I am so grateful for you.

Monthly Call with Program Officer and other grantees.

NA

better preparation, share best practices and models that other grantees are experiencing, assist with connecting grantees to one another for these relationships to develop further, etc.

Perhaps provide periodic webinars on effective program management, sharing of ideas and strategies other programs are using, and performance reporting preparation.

N/A at this time

Communication about the new technology services offered needs to be improved.

N/A

Not sure at this time

More contact.

Brief, concise information, that is easy to locate.

Continue your person to person support, group trainings, and informational e-mails. Thank you

Make electronic filing of grants and reports more user friendly.

Provide more examples of information online.

would prefer an electronic system for grants management similar to the one used in my state, Illinois

The reporting of the quantitative performance metrics should be revised to align with the requirements of this grant as we are reporting on the school level.

Is there a general list serve/newsletter that provides Office updates? If yes, I would like to be included on the list. If no, this would be helpful to know what is going on (not only our grant), so it gives us an easier idea of what programs are going on nationally and how we can leverage our resources.

Can not think of any specific suggestions at this time.

NA

Continue what you are doing.

While some of the documents and procedures are pretty technical, I am able to understand them by doing a close reading of the guidance documents.

Project Prevent

CORE QUESTIONS

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

ISIS

G5

G5

G5 system

G5

g5

Hard Copy and G5 System

G5

G5

G5

G5

G5

G5

e-gaps

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. (Open end)

Excellent Webinars

The best customer service experience was having access to the necessary supports to operationalize the grant (i.e. technical assistant, or the program director). They were easy to contact and helpful.

[NAME] has been responsive, understanding and helpful in each interaction I have with him. Excellent customer service.

When I call [NAME] he almost always answers the phone the first time. That is unheard of. He always returns my call within 24 hours. When I contact my AIR technical assistance provider, I hear from him immediately as well.

Both my Federal Projects Officer and Technical Assistant are very approachable. I have had several questions pertaining to the implementation of grant programs and they have always responded with answers that are in line with our grant goals. They are always able to provide options that will best meet our needs.

Grant Director very responsive and gives positive feedback. He gives us timely information and let's us know what is expected and the timeline. He is very open and makes sure we have the tools we need to succeed with our project.

Working with [NAME] from the Office of Safe and Healthy Students has been very helpful. He is very responsive, provides prompt responses to my questions, and requests, and gives me excellent guidance. He was instrumental in helping me navigate the process of shifting from a Leaps training program to the RULER Emotional Intelligence approach, which is a research and evidenced-based program out of Yale University's Center for Emotional Intelligence, which we hope will be very impactful in helping us meet our grant goals.

DOE and AIR staff provided responsive and helpful guidance as we worked to modify our school climate survey in accordance with required GPRA measures.

We have always experienced good customer service.

assistance with online survey problems that was administered through an outside tech team

Phone conversations with [NAME] have been helpful. He is clear in his communication and has answered all questions thoroughly. His e-mail response is prompt and helpful.

The program officer had a planned phone conference with me and my staff. This really helped us with clarification of many questions we had regarding the annual performance.

My technical assistance coach is always available to answer any questions that I may have, no matter the time of day. Questions are always answered promptly. [NAME] has assisted my district by getting all the proper individuals involved to answer questions I had surrounding the pilot survey.

Prompt response on an email form.

The initial Project Director meeting was organized and provided quite a lot of useful information to get us started.

Assistance with amendments to implement realistic programs to impact students. FLEXIBILITY. It is refreshing.

The Program Monitor is available to answer questions and always responds to questions in a timely and effective manner.

Over the past 12 months the grant officer has responded to inquiries, requests (budget allocations, etc.) with quickness and regularity. All responses were considerate of the needs of the LEA and the importance of the requests in the context of the work. Responses were supportive and detailed in nature, which provided our team with a framework from which to work to implement the grant.

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)

Difficulty reading through grant

I don't have a worst.

N/A

N/A

I have not had any negative experiences.

Unable to resolve technology issues in order to implement the pilot climate survey.

My worst experience has to do with a digital student engagement/school climate survey that we will need to administer to the entire student population for the schools in the Project Prevent grant. My issue is that it is a 132 question survey (which will take a full class period), and knowing our student population, I am very fearful that they will experience survey fatigue and just end up checking off any response in order to finish it, which will make

the data meaningless. I would prefer several (5-6) shortened versions (20-25 questions each), which could be given to all the students, and would yield much more accurate results. There are also similar school climate studies that are easier to administer. For example, Yale University is doing school climate surveys across the country and these surveys are short (5-8 minutes to take) and can be completed on the student's cell phone, which is much more effective.

When asking for clarification on submitting APR was sent incorrect information.

Have not experienced any negative customer service.

None

none

I was nervous about filling in the annual report on the G5 system and finally figured it out. It wasn't a terrible experience and I feel more confident now having done it once. I had filled in some of the report but it didn't "save" and when I went back to it the next day I learned what I needed to do in order to save what I entered.

The program officer was not clear as to how we would interpret some of the GPRA data required. The webinar on the program evaluation was also unclear regarding this data.

N/A

Wait, wait, wait - then items are due within a yesterday timeframe.

A number of webinars were scheduled which on face value is helpful. However, the email with the webinar details was not timely, not scheduled in a school friendly manner, webinars were rescheduled and cancelled and there were technology glitches when the webinars did occur.

None noted.

I have not experienced a bad experience in the past 12 months.

Besides the lag in response time as a result of increased volume of emails to the grant officer during reporting deadlines, there is no worst experience of which to speak.

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

More flexibility

I have not had much exposure to running a grant, but the Project Prevent grant process is very organized. The assigned contact respond to inquiries in a timely fashion. I have not experienced this level of communication. Every grant process should be this organized. / / For Project Prevent-Then only recommendation I have would be to have a webinar on the annual report. This would help especially for first time grant directors. Thank you.. /

The technical assistance agency contracted to assist us with the grant has not provided much assistance and, at times, has told us information different than the information provided by the Department of Education.

this survey should be sent at a more ideal time. Many educators take summer holiday. So maybe it should be disseminated right at the end of the school year?

The G5 system currently will lock out at the end of the working day. Since there are differences in time zones, maybe allowing an extension of the work day to submit would be helpful.

Continue to be open and available to us. The staff we have worked with has been very accessible and has been available to brainstorm out ways to handle situations as they arise. We thank them for their encouraging support!

They are doing a very good job, my only issue to date is the cumbersome, lengthy survey.

The questions in this survey are challenging. I don't know which resources I'm getting from OESE and which I'm getting from other offices. The questions would be better if you offered some examples. Beyond working with an FPO, I don't really know much about what OESE does or offers.

I am very satisfied with services. Only suggestion would be perhaps to convene more opportunities for peer sharing and professional development related to school-based mental health systems.

Good so far!

I am new to this process and I am still learning. At this point, I feel that I am being adequately supported.

Please do not make extensive last minute requests of us, e.g., requesting a logic model at the end of the school year with short notice of this new requirement.

Nothing to add at this time.

I think if grant and funding cycles, timing of reports and meetings/webinars/etc. were aligned with school district calendars it would improve my view greatly.

Continue its flexibility when districts implement grant programs after award and factors may interfere with original plans, such as short turnaround time for submission, or vendor products are less than stellar when more time is allowed for vetting after award etc... / /

I do not have an answer to this question at this time.

Increase the readiness and understanding of school-based deadlines and timelines when initiative deadlines for project-related measures, including webinars, meetings, reporting (information provided about reporting timelines, etc.). Given the school context, it is ideal to have redetermined dates prior to the school calendar commencement to ensure grant expectations are met in timely fashions, while coinciding with the regular school calendar.

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.