

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

Fiscal Year 2016 Grantee Satisfaction Survey

**Final Report
November 2016**





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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 28 programs participated in the FY 2016 Grantee Satisfaction Survey for the U.S. Department of Education. Two programs (SCTG and REAP) were broken out into two subgroups and reported separately.

Data Collection

Each of the 28 participating programs provided a list of grantees to be contacted for the survey. Data collection took place from May 17th, 2016 to July 1st, 2016 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 1,370 valid responses were collected for a response rate of 50 percent. Response rates by program are shown on the following pages.



Response Rates by Program

Response rates by program are broken out into two separate tables below. Table 1 shows the programs that had a statistically valid participation rate using an 80% confidence interval 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, they still provide valuable insights on the satisfaction and performance ratings provided by many grantees.

Table 1: Statistically valid results at 80% confidence interval of +/- 5 points

Program	Invites	Valid Completes	Response Rate	CSI
National Professional Development Program	115	64	56%	78
Adult Education and Family Literacy to State Directors of Adult Education	57	32	56%	72
Carl D. Perkins Career and Technical Education State Directors	55	24	44%	72
Financial Improvement and Post Audit Operations / Indirect Cost Group (FIPAO/ICG)	105	31	30%	63
Foreign Language and Area Studies Fellowships (FLAS)	153	81	53%	71
Student Support Services	200	129	65%	68
Upward Bound	200	114	57%	69
Hispanic Serving Institutions (HSI)	200	111	56%	73
Historically Black Colleges and Universities (HBCUs)	98	58	59%	71
IDEA-Part B Grants to States Program	60	42	70%	66
IDEA-Part C Infants and Toddlers with Disabilities Program	57	30	53%	71
Improving Teacher Quality State Grants	70	31	44%	61
21st Century Community Learning Centers	55	36	65%	59
Preschool Development Grant	21	21	100%	72
Payments for Federally Connected Children (Section 8003)	200	79	40%	71
High School Equivalency Program (HEP) – Migrant Education	35	25	71%	85
Project Prevent	22	17	77%	83
Indian Education Formula Grants to Local Educational Agencies & National Activities	200	91	46%	80
Migrant Education Programs (Title I, Part C)	47	33	70%	72
Homeless Program	54	35	65%	73
School Improvement Fund	106	34	32%	60
Improving Basic Programs Operated by Local Educational Agencies – Title I	134	39	29%	58
English Language Acquisition State Grants (Title III State Formula Grants)	77	30	39%	55
Neglected and Delinquent State and Local Agency Programs	53	32	60%	62
School Climate Transformation Grants/State Department of Education	14	13	93%	74
School Climate Transformation Grants/Local Education Agency	71	57	80%	84
Overall	2459	1289	52%	



Table 2: Statistically invalid results at 80% confidence interval of +/- 5 points

Program	Invites	Valid Completes	Response Rate	CSI
Native American and Alaska Native Children in School Program	25	13	52%	75
Striving Readers Comprehensive Literacy	11	5	45%	66
REAP - Rural and Low Income School (RLIS) Program	47	11	23%	64
REAP - Small, Rural School Achievement (SRSA) Program	200	42	21%	69
Overall	283	71	25%	

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 has been reviewed annually. In 2016, a comprehensive analysis of the core questionnaire was carried out by many program officials. Certain language was altered slightly to ensure that grantees were clear on the subject of the ratings, though the changes were not consequential enough to suspend the trending of the data from prior years.

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

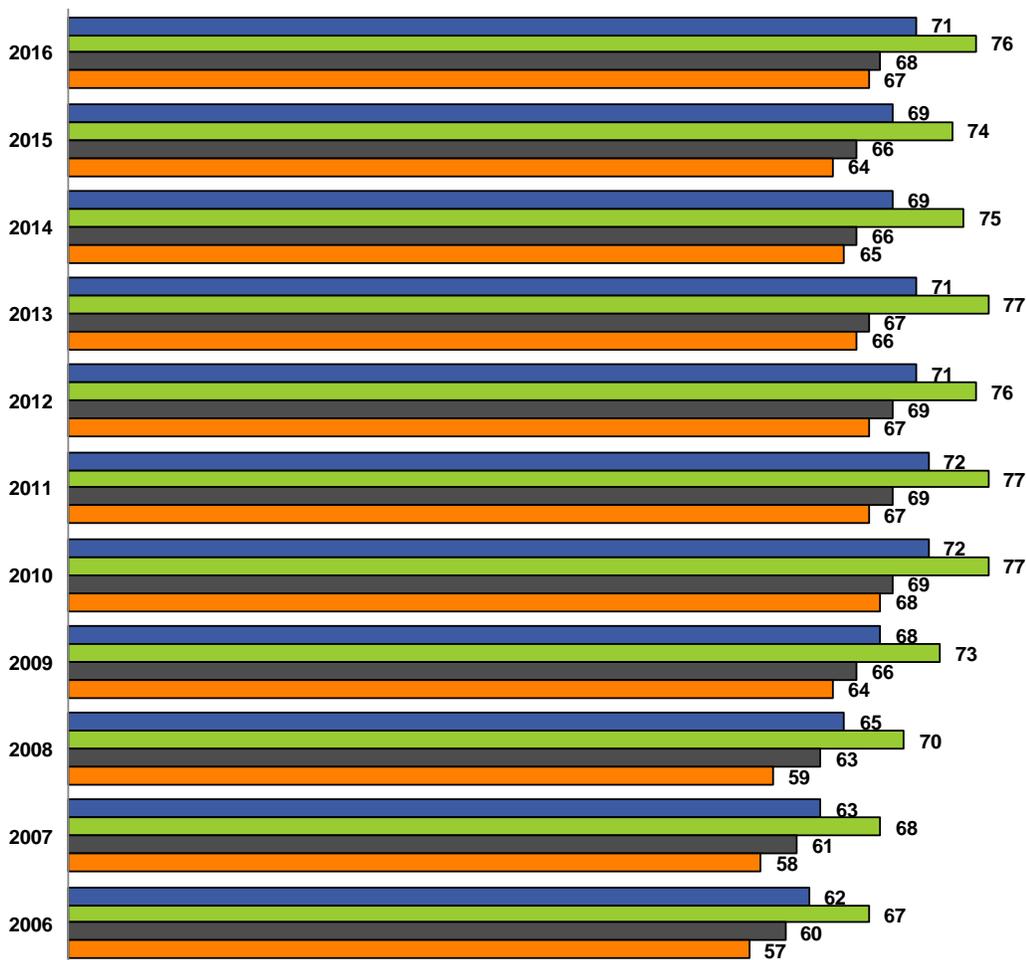
Customer Satisfaction (ACSI)

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 **2016 Customer Satisfaction Index (CSI) for the Department of Education grantees is 71**. This is a 2-point improvement from last year’s rating and places this year’s score toward the upper range of the study’s historical range. The highest aggregate CSI rating in the program’s history was achieved in 2010-2011, with a score of 72.

Customer Satisfaction Index

2006 – 2016

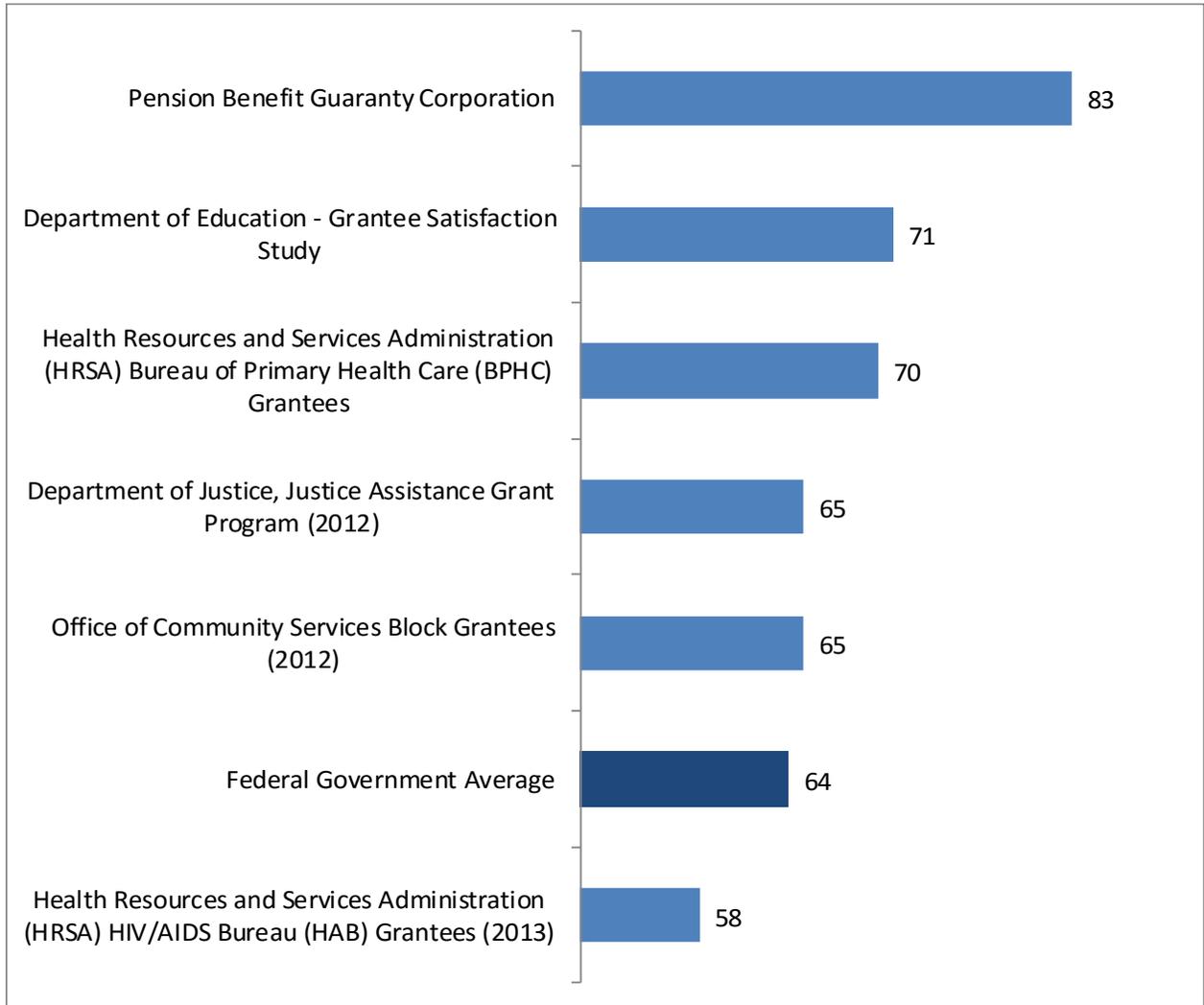


- Customer Satisfaction Index
- How satisfied are you with ED's products and services
- How well ED's products and services meet expectations
- How well ED compares with ideal products and services



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 annual overall federal government average, measured in 2015. As a result of the 2-point increase, the Department is now 7 points above the federal government average of 64.

Satisfaction Benchmarks





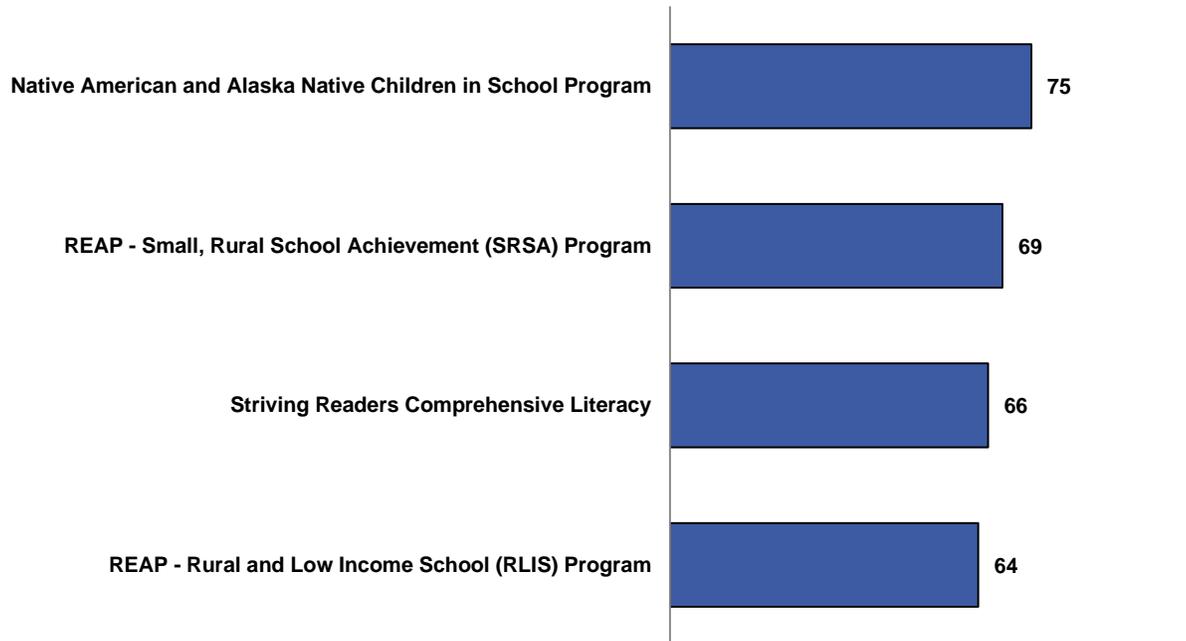
On the next two pages are satisfaction scores by program. The first shows the programs with a participation rate that was determined to be statistically representative of the program's total population of grantees using an 80% confidence interval of +/- 5 points. The satisfaction scores of the programs that fell below this threshold are shown on the following page.

Customer Satisfaction Index - Scores by Program





Customer Satisfaction Index (cont.) – Scores by Program



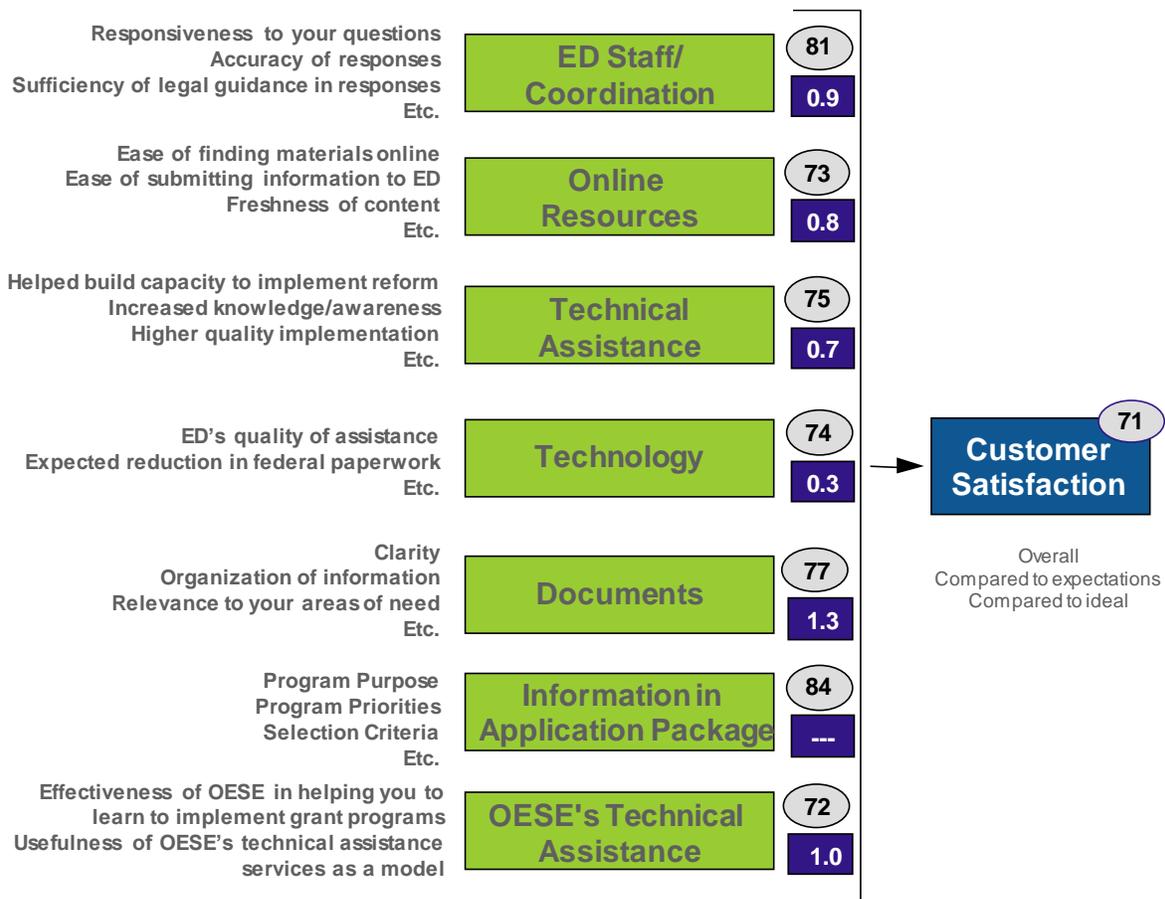


Customer Satisfaction Model

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.

2016 U.S. Department of Education Grantee Satisfaction Model





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

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

Impacts should be read as the effect on the subsequent component if the initial driver (component) were to be improved or decreased by five points. For example, if the score for “Documents” increased by five points (77 to 82), the Customer Satisfaction Index would increase by the amount of its impact, 1.3 points, (from 71 to 72.3). *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

Documents

Impact 1.3

The Documents component rose 2 points to a score of 77 in 2016. The significance of the correspondence program offices distribute to grantees is evidenced by the Documents impact value of 1.3, higher than any other key component of the grantee-program office relationship. The overall Documents improvement was aided by increase in each of the five related attributed, including a statistically significant increase in the clarity rating.

A common theme from the grantee comments of the 2015 survey was the need for programs to communicate in plain English, without the use of technical jargon and other complicated language. The 2016 results show that offices have made real improvements in this area and should continue to look for ways to make all communication clear and comprehensive. Doing so will keep grantees informed of all relevant program information and lead to a higher level of overall satisfaction.

Documents - Aggregate Scores

	2015 Scores	2016 Scores	Difference	Significant Difference
Documents	75	77	2	
Clarity	75	76	1	↑
Organization of information	77	78	1	
Sufficiency of detail to meet your program needs	74	76	2	
Relevance to your areas of need	77	78	1	
Comprehensiveness in addressing the scope of issues that you face	73	75	2	
Sample Size	1,134	1,370		

*Statistically significant difference from 2015 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 68 for the 21st Century Community Learning Centers, to 88, for the School Climate Transformation Grants (LEA). Only two programs measured in 2016 have a Documents score below 70, indicating strong performance in this area in general. For programs that find themselves toward the lower range, it is important to focus improvement efforts on this area, given its influence on satisfaction. Likewise, programs with a high Documents score should maintain current practices that account for the strong performance as any decrease in performance is likely to have a relatively impactful negative impact on satisfaction. Note that these questions are not asked of Office of Postsecondary Education respondents.



Documents - Scores by Program

Program	Score
School Climate Transformation Grants Local Education Agency	88
High School Equivalency Program (HEP) - Migrant Education	85
Project Prevent	84
Indian Education Formula Grants to Local Educational Agencies & National Activities	83
Homeless Program	81
National Professional Development Program	80
Native American and Alaska Native Children in School Program	78
Migrant Education Programs (Title I, Part C)	78
Adult Education and Family Literacy to State Directors of Adult Education	77
Carl D. Perkins Career and Technical Education State Directors	77
School Climate Transformation Grants State Department of Education	77
IDEA-State Directors of Special Education (Part B)	75
Striving Readers Comprehensive Literacy	75
Payments for Federally Connected Children (Section 8003)	75
REAP - Small, Rural School Achievement (SRSA) Program	74
REAP - Rural and Low Income School (RLIS) Program	73
Preschool Development Grant	72
School Improvement Fund	72
English Language Acquisition State Grants (Title III State Formula Grants)	72
Neglected and Delinquent State and Local Agency Programs	72
Financial Improvement and Post Audit Operations Indirect Cost Group (FIPAO ICG)	71
IDEA-Lead Agency Early Intervention Coordinators (Part C)	71
Improving Teacher Quality State Grants	70
Improving Basic Programs Operated by Local Educational Agencies - Title I	69
21st Century Community Learning Centers	68
Foreign Language and Area Studies Fellowships (FLAS)	--
Student Support Services	--
Upward Bound	--
Hispanic Serving Institutions (HSI)	--
Historically Black Colleges and Universities (HBCUs)	--

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



OESE Technical Assistance

Impact 1.0

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 1.0. This area is stable, with no change in the overall component score, and just a 1-point improvement in the usefulness of OESE’s technical assistance services as a model that can be replicated subgrantees.

OESE Technical Assistance - Aggregate Scores

	2015 Scores	2016 Scores	Difference	Significant Difference
OESE's Technical Assistance	72	72	0	
Effectiveness of OESE in helping you learn to implement grant programs	74	74	0	
Usefulness of OESE’s technical assistance services as a model	66	67	1	
Sample Size	1,134	1,370		

*Statistically significant difference from 2015 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 59 to 88, with four programs in the 80s, five in the 70s and nine programs having scores below 70. For these nine 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	Score
School Climate Transformation Grants Local Education Agency Project Prevent	88
High School Equivalency Program (HEP) - Migrant Education	85
Indian Education Formula Grants to Local Educational Agencies & National Activities	84
School Climate Transformation Grants State Department of Education Homeless Program	82
Striving Readers Comprehensive Literacy	76
Payments for Federally Connected Children (Section 8003)	75
Preschool Development Grant	74
Migrant Education Programs (Title I, Part C)	72
REAP - Rural and Low Income School (RLIS) Program	70
REAP - Small, Rural School Achievement (SRSA) Program	69
Neglected and Delinquent State and Local Agency Programs	69
21st Century Community Learning Centers	68
Improving Teacher Quality State Grants	67
School Improvement Fund	64
Improving Basic Programs Operated by Local Educational Agencies - Title I	63
English Language Acquisition State Grants (Title III State Formula Grants)	61
Native American and Alaska Native Children in School Program	59
National Professional Development Program	--
Adult Education and Family Literacy to State Directors of Adult Education	--
Carl D. Perkins Career and Technical Education State Directors	--
Financial Improvement and Post Audit Operations Indirect Cost Group (FIPAO ICG)	--
Foreign Language and Area Studies Fellowships (FLAS)	--
Student Support Services	--
Upward Bound	--
Hispanic Serving Institutions (HSI)	--
Historically Black Colleges and Universities (HBCUs)	--
IDEA-State Directors of Special Education (Part B)	--
IDEA-Lead Agency Early Intervention Coordinators (Part C)	--

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



ED Staff/Coordination

Impact 0.9

The rating of ED Staff/Coordination remains very strong with a 2016 score of 81. Like the Documents components, this area also has a relatively high impact on satisfaction making a sustained high level of performance critical in maintaining positive grantee satisfaction. There were no statistically significant score changes for the attributes that make up the ED Staff/Coordination component but it is worth noting that there was a directional 2-point decrease in the sufficiency of legal guidance in responses rating. Program staff should examine how they are providing legal guidance to grantees. The challenge is to ensure that all information and guidance is communicated but in a clear and understandable manner. Despite the 2-point decrease, this attribute's score of 79 indicates staff are performing well in this area.

The highest rated attributes, staff knowledge (83) and accuracy of responses (84) are important to maintain. Grantees expect to find informed ED staff that provide consistent and accurate information.

ED Staff/Coordination - Aggregate Scores

	2015 Scores	2016 Scores	Difference	Significant Difference
ED Staff/Coordination	81	81	0	
Knowledge of relevant legislation, regulations, policies, and procedures	84	83	-1	
Responsiveness to your questions	80	80	0	
Accuracy of responses	84	84	0	
Sufficiency of legal guidance in responses	81	79	-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	80	81	1	
Sample Size	1,134	1,370		

*Statistically significant difference from 2015 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix D.*

ED Staff/Coordination scores range from 70 for the Improving Basic Programs Operated by Local Educational Agencies to 94 for the School Climate Transformation Grants LEA. This range shows that all programs have a 2016 score that is, at least, considered satisfactory, with some programs achieving exceptional ratings in this area. In general, current staff interaction and coordination with grantees should be maintained.



ED Staff/Coordination - Scores by Program

Program	Score
School Climate Transformation Grants Local Education Agency	94
High School Equivalency Program (HEP) - Migrant Education	91
IDEA-Lead Agency Early Intervention Coordinators (Part C)	88
Project Prevent	88
Indian Education Formula Grants to Local Educational Agencies & National Activities	87
REAP - Rural and Low Income School (RLIS) Program	87
Carl D. Perkins Career and Technical Education State Directors	86
Homeless Program	86
Foreign Language and Area Studies Fellowships (FLAS)	85
Hispanic Serving Institutions (HSI)	85
School Climate Transformation Grants State Department of Education	85
National Professional Development Program	84
IDEA-State Directors of Special Education (Part B)	84
REAP - Small, Rural School Achievement (SRSA) Program	84
Adult Education and Family Literacy to State Directors of Adult Education	83
Native American and Alaska Native Children in School Program	82
Migrant Education Programs (Title I, Part C)	82
Historically Black Colleges and Universities (HBCUs)	81
Payments for Federally Connected Children (Section 8003)	79
Neglected and Delinquent State and Local Agency Programs	79
Student Support Services	78
Preschool Development Grant	75
Striving Readers Comprehensive Literacy	75
Improving Teacher Quality State Grants	74
School Improvement Fund	74
Upward Bound	73
Financial Improvement and Post Audit Operations Indirect Cost Group (FIPAO ICG)	72
21st Century Community Learning Centers	71
English Language Acquisition State Grants (Title III State Formula Grants)	71
Improving Basic Programs Operated by Local Educational Agencies - Title I	70



Online Resources

Impact 0.8

Online Resources gained 1 point for the second straight year and received a rating of 73 in this year’s study. Grantees rated the ease of submitting information to ED via the web 2 points higher (77) than last year. The relatively high impact of 0.8 for this component makes it an area of focus for many programs. The 2016 survey results have identified the ease of navigating the online resources available (71) and the ease of finding materials online (70) as the relatively lower performing attributes of the Online Resources component. Website navigation is often a lower scoring attribute across a variety of satisfaction studies. Reducing homepage clutter and providing an efficient process to carry out common tasks are best practices to increase this influential area’s performance.

Online Resources - Aggregate Scores

	2015 Scores	2016 Scores	Difference	Significant Difference
Online Resources	72	73	1	
Ease of finding materials online	69	70	1	
Ease of submitting information to ED via the web	75	77	2	
Freshness of content	72	73	1	
Ability to accomplish what you want on the site	72	73	1	
Ease of reading the site	73	73	0	
Ease of navigation	71	71	0	
Sample Size	1,134	1,370		

*Statistically significant difference from 2015 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix D.*

The range of Online Resources scores has narrowed substantially since last year’s study, when the lower bound of scores was 29. This year, scores range from 60 for the 21st Century Community Learning Centers to 83, a score shared by two programs.



Online Resources - Scores by Program

Program	Score
High School Equivalency Program (HEP) - Migrant Education	83
School Climate Transformation Grants Local Education Agency	83
Indian Education Formula Grants to Local Educational Agencies & National Activities	82
REAP - Rural and Low Income School (RLIS) Program	79
Project Prevent	78
Payments for Federally Connected Children (Section 8003)	77
National Professional Development Program	76
Carl D. Perkins Career and Technical Education State Directors	76
Upward Bound	76
Historically Black Colleges and Universities (HBCUs)	76
Hispanic Serving Institutions (HSI)	75
School Climate Transformation Grants State Department of Education	74
Adult Education and Family Literacy to State Directors of Adult Education	73
Preschool Development Grant	73
Neglected and Delinquent State and Local Agency Programs	73
REAP - Small, Rural School Achievement (SRSA) Program	73
Student Support Services	71
Financial Improvement and Post Audit Operations Indirect Cost Group (FIPAO ICG)	69
IDEA-Lead Agency Early Intervention Coordinators (Part C)	68
Homeless Program	68
Native American and Alaska Native Children in School Program	67
Foreign Language and Area Studies Fellowships (FLAS)	66
Striving Readers Comprehensive Literacy	66
IDEA-State Directors of Special Education (Part B)	65
Improving Basic Programs Operated by Local Educational Agencies - Title I	65
School Improvement Fund	64
Improving Teacher Quality State Grants	63
English Language Acquisition State Grants (Title III State Formula Grants)	63
Migrant Education Programs (Title I, Part C)	61
21st Century Community Learning Centers	60



Technical Assistance – Building State Capacity to Implement Education Reforms

Impact 0.7

For grant programs administered by a State Department of Education, the Technical Assistance rating rebounded from a drop in 2015 by improving 3 points to 75. The increase was driven by statistically significant increases in Department staff and Department-funded technical assistance providers building the capacity to implement reform and having an increased knowledge regarding key issues. These meaningful gains show that grantees have noticed an improvement in the Department’s commitment to improving the technical assistance provided toward building state capacity to implement education reforms.

Technical Assistance - Aggregate Scores

	2015 Scores	2016 Scores	Difference	Significant Difference
Technical Assistance	72	75	3	↑
Department Staff - Helped build capacity to implement reform	70	74	4	↑
Department-Funded Tech Assistance Providers - Helped build capacity to implement	71	76	5	↑
Increased knowledge/awareness regarding key issues	71	76	5	↑
Higher quality implementation of this program	75	77	2	
State was able to develop, improve, or support promising practices	73	75	2	
Sample Size	1,134	1,370		

*Statistically significant difference from 2015 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix D.*

The lowest program-level Technical Assistance score came from the Improving Basic Programs Operated by Local Educational Agencies (63), while the highest rating was given by grantees of the National Professional Development Program (91).



Technical Assistance - Scores by Program

Program	Score
National Professional Development Program	91
High School Equivalency Program (HEP) - Migrant Education	90
School Climate Transformation Grants Local Education Agency Project Prevent	87
Hispanic Serving Institutions (HSI)	86
Historically Black Colleges and Universities (HBCUs)	85
Homeless Program	85
Indian Education Formula Grants to Local Educational Agencies & National Activities	84
Native American and Alaska Native Children in School Program	83
School Climate Transformation Grants State Department of Education	81
REAP - Rural and Low Income School (RLIS) Program	79
Carl D. Perkins Career and Technical Education State Directors	77
Migrant Education Programs (Title I, Part C)	77
REAP - Small, Rural School Achievement (SRSA) Program	77
Adult Education and Family Literacy to State Directors of Adult Education	76
Striving Readers Comprehensive Literacy	74
Student Support Services	73
Neglected and Delinquent State and Local Agency Programs	73
Foreign Language and Area Studies Fellowships (FLAS)	72
Improving Teacher Quality State Grants	72
Preschool Development Grant	72
Payments for Federally Connected Children (Section 8003)	72
English Language Acquisition State Grants (Title III State Formula Grants)	71
Upward Bound	69
21st Century Community Learning Centers	68
School Improvement Fund	68
Financial Improvement and Post Audit Operations Indirect Cost Group (FIPAO ICG)	64
Improving Basic Programs Operated by Local Educational Agencies - Title I	63
IDEA-State Directors of Special Education (Part B)	--
IDEA-Lead Agency Early Intervention Coordinators (Part C)	--

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



Technology

Impact 0.3

At the aggregate level, the Technology component increased 2 points in 2016, to 74. Three of the technology-related attributes improved their scores, while the expected reduction in federal paperwork rating fell 1 point to a 64. This relatively lower scoring attribute indicates that despite positive ratings for how the program offices utilize technology to provide products and services, many feel that its use will have not a significant impact on reducing the amount of paperwork grantees are required to maintain.

Technology - Aggregate Scores

	2015 Scores	2016 Scores	Difference	Significant Difference
Technology	72	74	2	
ED's effectiveness in using technology to deliver its services	74	76	2	
ED's quality of assistance	76	78	2	
Effectiveness of automated process in improving state/LEA reporting	73	74	1	
Expected reduction in federal paperwork	65	64	-1	
Sample Size	1,134	1,370		

*Statistically significant difference from 2015 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 57, for the Financial Improvement and Post Audit Operations Indirect Cost Group, to 89, for the High School Equivalency Program – Migrant Education. The majority of programs have a Technology score in the 70s, which indicates a satisfactory level of performance. The nine programs that scored lower than 70 in this area should evaluate how they are using technology and automated processes to deliver services to their grantees as there is likely room for improvement, as evidenced by the many programs with relatively higher Technology scores.



Technology - Scores by Program

Program	Score
High School Equivalency Program (HEP) - Migrant Education	89
School Climate Transformation Grants Local Education Agency	84
Indian Education Formula Grants to Local Educational Agencies & National Activities Project Prevent	82
Adult Education and Family Literacy to State Directors of Adult Education	80
National Professional Development Program	79
Hispanic Serving Institutions (HSI)	78
Homeless Program	77
Carl D. Perkins Career and Technical Education State Directors	76
IDEA-Lead Agency Early Intervention Coordinators (Part C)	75
Payments for Federally Connected Children (Section 8003)	75
Historically Black Colleges and Universities (HBCUs)	75
Preschool Development Grant	74
Foreign Language and Area Studies Fellowships (FLAS)	74
Student Support Services	73
Upward Bound	73
Migrant Education Programs (Title I, Part C)	73
REAP - Small, Rural School Achievement (SRSA) Program	72
Improving Teacher Quality State Grants	70
Striving Readers Comprehensive Literacy	70
REAP - Rural and Low Income School (RLIS) Program	70
Native American and Alaska Native Children in School Program	70
IDEA-State Directors of Special Education (Part B)	68
School Improvement Fund	68
Improving Basic Programs Operated by Local Educational Agencies - Title I	67
Neglected and Delinquent State and Local Agency Programs	67
21st Century Community Learning Centers	65
English Language Acquisition State Grants (Title III State Formula Grants)	64
School Climate Transformation Grants State Department of Education	62
Financial Improvement and Post Audit Operations Indirect Cost Group (FIPAO ICG)	62
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Information in Application Package

Information in Application Package questions were asked to the Office of Postsecondary Education (OPE) program office. The component score of 84 is 1 point lower than last year's rating but within the margin of error. It is important to note that there was complete turnover in the OPE programs sampled in 2016. The only significant year-over-year was for the deadline for submission, which OPE respondents rated 2 points lower (87) than last year's grantees. Despite the decline, this is still the highest scoring attribute of the Information in Application Package series of questions, which are all over 80.

Information in Application Package - Aggregate Scores

	2015 Scores	2016 Scores	Difference	Significant Difference
Information in Application Package	85	84	-1	
Program Purpose	86	86	0	
Program Priorities	86	84	-2	
Selection Criteria	83	83	0	
Review Process	81	81	0	
Budget Information and Forms	83	82	-1	
Deadline for Submission	89	87	-2	↓
Dollar Limit on Awards	86	85	-1	
Page Limitation Instructions	86	86	0	
Formatting Instructions	84	84	0	
Program Contact	88	86	-2	
Sample Size	1,134	1,370		

*Statistically significant difference from 2015 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 the Information in the Application Packages is clear to grantees and very well received. The lowest score of 82 came from Upward Bound grantees and the highest score, given by respondents from Hispanic Serving Institutions, was 87 in 2016.



Information in Application Package - Scores by Program

Program	Score
Hispanic Serving Institutions (HSI)	87
Foreign Language and Area Studies Fellowships (FLAS)	86
Student Support Services	84
Historically Black Colleges and Universities (HBCUs)	84
Upward Bound	82
IDEA-State Directors of Special Education (Part B)	--
IDEA-Lead Agency Early Intervention Coordinators (Part C)	--
Improving Teacher Quality State Grants	--
21st Century Community Learning Centers	--
Preschool Development Grant	--
Striving Readers Comprehensive Literacy	--
Payments for Federally Connected Children (Section 8003)	--
High School Equivalency Program (HEP) - Migrant Education	--
Project Prevent	--
Indian Education Formula Grants to Local Educational Agencies & National Activities	--
Migrant Education Programs (Title I, Part C)	--
Homeless Program	--
School Improvement Fund	--
Improving Basic Programs Operated by Local Educational Agencies - Title I	--
English Language Acquisition State Grants (Title III State Formula Grants)	--
Neglected and Delinquent State and Local Agency Programs	--
School Climate Transformation Grants State Department of Education	--
School Climate Transformation Grants Local Education Agency	--
REAP - Rural and Low Income School (RLIS) Program	--
REAP - Small, Rural School Achievement (SRSA) Program	--
Native American and Alaska Native Children in School Program	--
National Professional Development Program	--
Adult Education and Family Literacy to State Directors of Adult Education	--
Carl D. Perkins Career and Technical Education State Directors	--
Financial Improvement and Post Audit Operations Indirect Cost Group (FIPAO ICG)	--

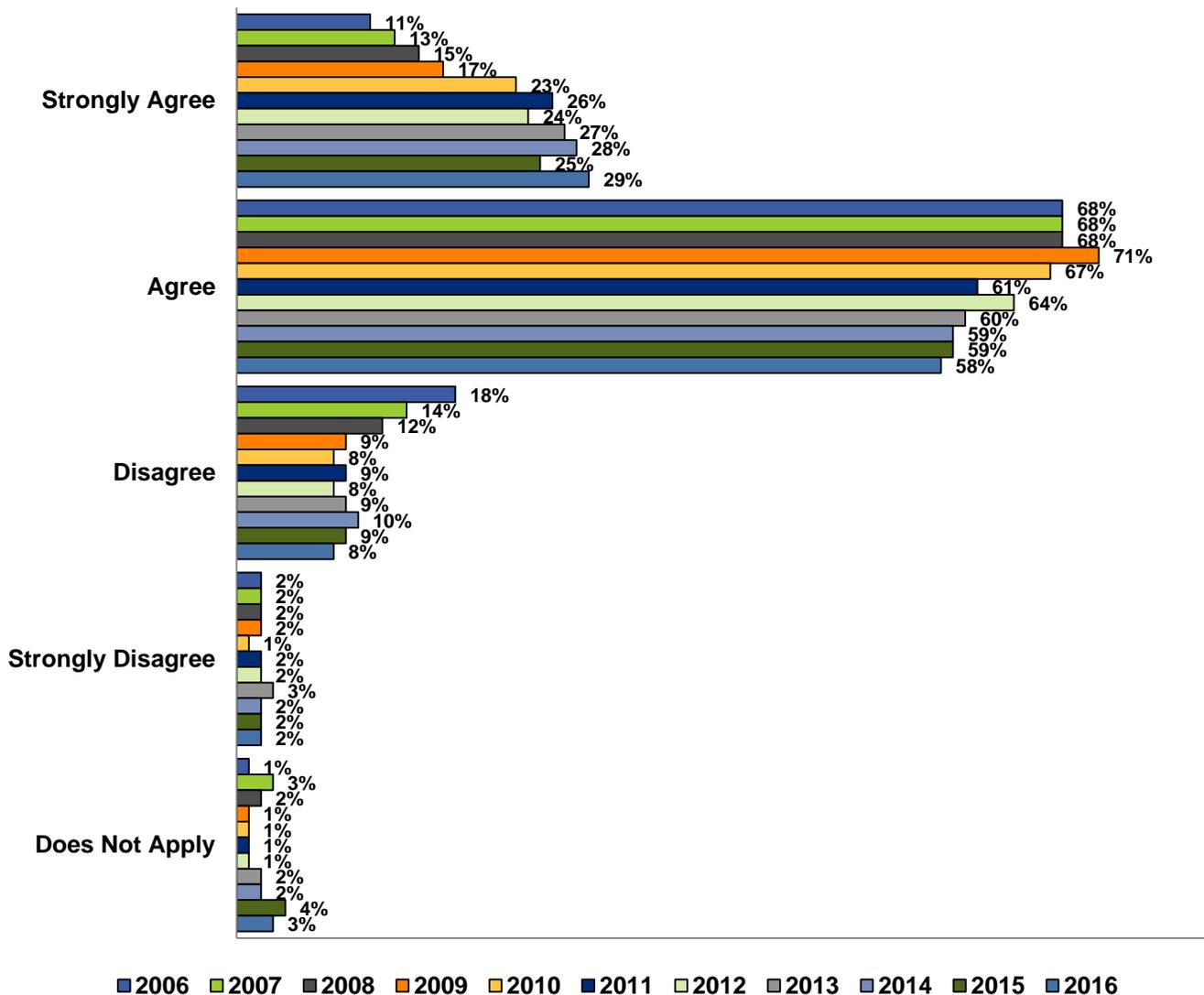
Scores are not listed for programs where the questions were not asked.



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 tenth year. Respondents rate their satisfaction with all of the Department’s products and services on a four-point scale. This year, 87% responded ‘Agree’ or ‘Strongly Agree’, which is a three percentage point increase from last year. There has been a clear positive trend since the inception of the study in the percentage of respondents who ‘Strongly Agree’ with the satisfaction statement. In 2016, 8% percent disagreed and just 2% strongly disagreed.

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



Complaints

For the sixth straight year, only one percent of respondents reported that they formally complained to the Department within the past six months. Just 14 respondents out of 1,370 completed surveys said they had complained.



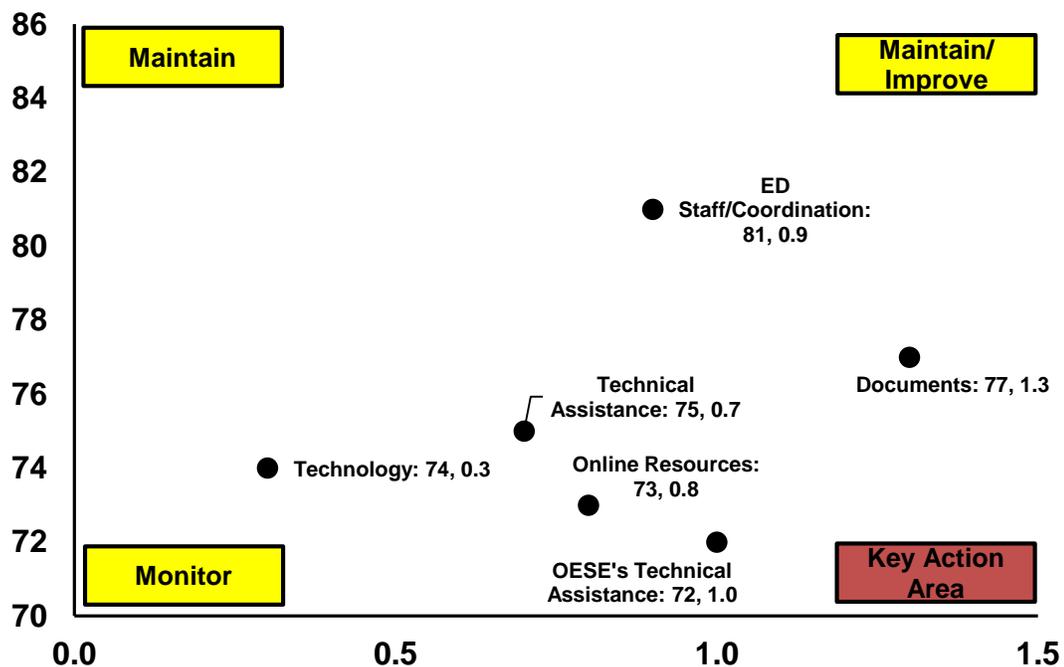
Chapter III

Summary and Recommendations

After two years with an aggregate satisfaction rating of 69, the 2016 results have shown an improvement of 2 points. In order to identify key opportunities for continued 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. At the aggregate level, Documents (77, 1.3) should be a key action area. By improving the performance of Documents by five points (from 77 to 82) a 1.3-point gain in the customer satisfaction index (from 71 to 72.3) is expected. For OESE programs, the technical assistance they provide is a key action area given this component’s relatively low score of 72 and relatively high leverage on satisfaction.



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. Its score of 77 indicates there are no widespread performance issues and dramatic gains are likely unrealistic. However, this area can still be considered a priority in that any decreases in performance are likely to yield a drop in overall satisfaction.

OESE programs should consider the Technical Assistance they provide to grantees a top priority to spur improvements in satisfaction. This component is the lowest rated driver of satisfaction and has an impact value of 1.0. There is an opportunity to improve the technical assistance provided in a way that serves as a model that can be replicated with subgrantees.

Online Resources is a key action area at the aggregate level as it has the fourth highest impact value at 0.8 along with a score of 73. Making materials easier to find and streamlining the navigation of online tools present the greatest opportunity for improvement. Best practices to accomplish these goals include reducing homepage clutter on websites and presenting the most commonly used resources in a clean, clear and pronounced manner.

Monitor

The overall 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. Its 2016 impact value of 0.7 places this component near the “Key Action Area” quadrant. Any efficiencies that can be easily gained in using technical assistance to build state capacity to implement education reforms should be pursued.

The Technology aspect of the model also falls within the “Monitor” quadrant. The relatively low impact for this component does not mean Technology is unimportant but that improvements in this area are unlikely to have a significant impact on satisfaction at this time.

Maintain/Improve

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, with no significant changes made in the processes surrounding this area.



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

The Native American and Alaska Native Children in School Program has consistently been associated with some of the highest satisfaction levels of any program measured. In 2016, grantees of this program rated their overall level of satisfaction at 75, which is 15 points lower than the exceptional 2015 score of 90. While this seems to be a fairly steep decline, it is important to note that the annual sample sizes for this program have been at 13 people or fewer in each year of measurement. With that in mind, the widespread score decreases do suggest that there has been a decline in performance. The grantee comments indicate there has been a major administration shift that has caused some communication delays. This is likely the root of the lower 2016 scores. As the administration transition becomes complete, it is important that frequent contact grantees are accustomed to is maintained.

National Professional Development Program

Satisfaction increased 5 points to 78 in 2016 among National Professional Development Program grantees. The increase was driven by large improvements in the Technical Assistance and Technology components, which rose 14 and 8 points, respectively. The satisfaction score of 78 matches this program's highest level, last reached in 2013. Grantee comments discuss the fact that accessible program managers that provide clear direction and guidance are able to overcome confusion caused by reporting system changes. The usefulness of the OELA website and NCELA website were each rated in the 70s, while the usefulness of the OELA Facebook rating lags behind at 62. The National Professional Development Program officers are instrumental in the positive satisfaction of their grantees. The officers should continue to provide the same level of dedicated service that has been established, while decision makers within the program look to enhance the Online Resources available to grantees.

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

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

Satisfaction among the Adult Education and Family Literacy program grantees was rated a 72 in 2016, which is a 3-point decrease from last year's score. The biggest declines in driver scores include 6-point decreases for Online Resources (73) and Technology (79). The key areas of focus to improve these ratings lie in making materials easier to find online and keeping the online materials fresh and up-to-date. The freshness of online content score fell 10 points from its 2015 rating. In looking for other opportunities to drive satisfaction higher, grantee comments indicate a desire for more timely responses to technical issues. Frustration with new reporting systems and ever-changing technology tools can be mitigated by responsive program officers or technicians who are able to guide grantees through any issues experienced.

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

Satisfaction gained 1 point to 72 among Carl D. Perkins Career & Technical Education Program grantees in 2016. This slight increase in satisfaction was accompanied by a reduction of respondents reporting they had issued a formal complaint in the past six months – from 4% in 2015 to zero in this year's study. The ED Staff/Coordination is the highest scoring component for this programs' grantees, with a 2016 rating of 86. This is a 3-point improvement from last year, with all attributes that make up the ED Staff/Coordination driver rated in the 80s. Other highlights include the Online Resources score rising from 68 to 76, led by an 11-point increase in the ease of submitting information to ED via the web rating. The influential Documents driver fell 2 points to a 77. The area to focus on in an effort to increase this rating



lies in making the material more relevant to the specific areas of need. This rating fell 6 points to 79 in its lowest level for this program to-date.

Office of Chief Financial Officer (OCFO)

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

The Financial Improvement and Post Audit Operations / Indirect Cost Group satisfaction rating fell 4 points to 63. The decrease in satisfaction was the result of lower driver scores across the board. The biggest decline occurred in Technology, where the component score fell 17 points to a 57. This driver's score had rebounded in 2015 but this year's survey results have shown that performance improvements in this areas seem to have reversed. The relevance of the correspondence distributed by the program was rated a 71, which is 11 points lower than in 2015. It is important to improve this, and other areas of the Documents driver, as this component is very influential on the overall level of satisfaction. Additionally, ensure that staff are available to respond to questions in a timely manner. Respondent comments indicate a need for greater availability among program staff and more consistency in the guidance provided.

Office of Postsecondary Education (OPE)

Foreign Language and Area Studies Fellowship (FLAS)

In its first year of being measured, satisfaction of the Foreign Language and Area Studies Fellowship program was rated a 71, placing this program in the middle of all programs measured in 2016. The survey results reveal a large range of scores across the component ratings for FLAS. The ED Staff/Coordination driver was rated at 85, with very strong scores for all of its related attributes. Online Resources was given a 2016 rating of 66, placing this program toward the lower range of Online Resources scores. The freshness of content needs improvement, as it was rated a 62. A review of the respondent comments among FLAS grantees shows that some individuals feel that the IRIS website is outdated, causing confusion between the grantees using the site and contractors offering assistance. The Information in Application Package was rated an impressive 86, the second highest score for this component provided by OPE programs. All aspects of the application package were rated high, with scores ranging from 81 to 89. The focus for FLAS should be on making improvements to the Online Resources, updating the content and making the most popular materials easier to find.

Student Support Services (SSS)

The 2016 satisfaction rating among Student Support Services grantees was 68, equal to its most recent measurement in 2014. Survey participation for this program was a very impressive, with 65% of grantees invited completing a survey. The driver scores that influence satisfaction were all rated similarly, with most scores in the 70s. The ED Staff/Coordination area was the highest rated driver, with a score of 78. Staff are rated high for the accuracy of their responses (83) and knowledge of relevant legislation and regulations (81). Online Resources were rated a 71, with attribute scores ranging from 68 for the ease of finding materials online to 77 for the ease of submitting information to ED via the web. Improving the navigation and intuitiveness of the online resource menus is likely to have a tangible effect on the overall level of satisfaction among SSS grantees. The custom questions asking respondents to rate their program specialist show that the service and support they provide is largely being well received. Many program specialist ratings, including the knowledge of the SSS annual performance report, were in the 80s. The lowest program specialist rating was associated with the responsiveness to grantee inquiries (73).

Upward Bound

Upward Bound grantees rated satisfaction at 69, the same score given when last measured in 2014. Contrary to the general pattern among most programs, the Upward Bound score for Online Resources (76) is higher than that of ED Staff/Coordination (73). While this is a positive finding for the Online Resources driver, the coordination with ED staff should be evaluated as its rating is near the bottom of all program ED Staff/Coordination scores. Specific opportunities include more timely responses on the part of staff and improved consistency of responses with ED staff from different program offices. The



Information in Application Package was rated an 82 and shows that like the other OPE programs, the information provided is meeting the needs of the grantees. The custom questions asked of Upward Bound respondents focused on the performance of the program specialist. The specialists were rated highest for their ability to assist with questions (76) and lowest for inquiry responsiveness (67) and the ability to assist in interactions (67). This is a common finding across many programs, where the performance in terms of the timeliness of responses lags behind the quality and accuracy of the responses themselves.

Hispanic Serving Institutions (HSI)

The grantees of Hispanic Serving Institutions rated their satisfaction at 73, 2 points lower than its last measurement of 75 in 2012. The HSI performance is especially strong in the areas of ED Staff/Coordination (85) and Technical Assistance in Building State Capacity to Implement Education Reforms (85). Grantees rated the coordination with ED staff exceptionally high in the areas of receiving knowledgeable assistance and accurate responses. As for the Technical Assistance provided, all of the attributes that make up this component were rated very high with scores in the mid to upper-80s. The HSI score for the Information in Application Package was rated an 87, the highest score of the five OPE programs included in the 2016 survey. Likewise, the custom questions asked reveal that the technical support grantees receive from the HSI Program Division is very well received, with scores of 87 for the knowledge of the technicians, the ability to respond to all issues, and the use of clear communication. The finding that most performance ratings provided by HSI grantees are higher than their overall satisfaction rating suggests there are exogenous factors not measured by the survey that affect the satisfaction rating.

Historically Black Colleges and Universities (HBCU)

Satisfaction among grantees of the Historically Black Colleges and Universities program rated satisfaction a 71, a 6-point improvement from their last measurement from 2014. Interestingly, the increased satisfaction is accompanied by the finding that 8% of respondents said they had issued a formal complaint to their program office in the last six months, well above the study-wide average. To illustrate the decline in satisfaction that occurs for those who have complained, the satisfaction score drops from 73 for those who have not complained to 48 for those who have. The key opportunity for improvements for this program lie in enhancing the technology services being delivered to grantees. Respondents have voiced frustration in receiving delayed responses to their questions program officers when looking for technical assistance. The lowest scoring custom question was a rating of 75 for the user friendliness of the HBCU Program website, indicating another potential opportunity for improvement.

Office of Special Education Programs (OSEP)

IDEA - State Directors of Special Education (Part B)

State Directors of Special Education rated satisfaction with the program at 66 in 2016. While this score is lower than the aggregate score of 71, it is a 5-point improvement from last year and the highest satisfaction rating for this program since the inception of the study. As has been the case in previous years, there is a large gap in scores between ED Staff/Coordination (84) and Online Resources (65). The coordination with ED staff is rated especially high for the staff knowledge of relevant legislation and regulations. The focus on this area should be to maintain the high quality of performance. Online Resources present a greater opportunity for improvement, especially in the areas of navigation (60) and making online materials easier to find (59). With a score of 68, Technology also offers an opportunity for improvement. The ED's effectiveness in using technology to deliver its services was rated a 63, 13 points below the aggregate score and respondents do not see the use of technology reducing the amount of federal paperwork required as this metric was rated a 54. Within the custom question section, many respondents cited Dear Colleague letters as the most effective resource in helping meet federal requirements and improve program quality.

IDEA - Lead Agency Early Intervention Coordinators (Part C)

Satisfaction among Lead Agency Early Intervention Coordinators rose 8 points in 2016 to a score of 71. Like their Part B counterparts, this is the highest satisfaction rating given by this program since the



beginning of the measurement. Much of the rise in satisfaction can be attributed to the ED Staff/Coordination driver, which also gained 8 points, from 80 to 88. ED staff provide knowledgeable and accurate guidance instilling confidence and regulatory clarity among grantees, which leads to a higher level of overall satisfaction with the program. Online Resources were given a score of 68, a 1-point improvement from the previous year. This area presents the greatest opportunity for improvement, especially in making online materials easier to find (63) and improving the ease of navigation (63). Websites and other popular online tools should be examined to see where the look can be cleaned up to reduce clutter and make the sites user friendly and intuitive.

Office of Elementary and Secondary Education (OESE)

Improving Teacher Quality State Grants

Satisfaction of Improving Teacher Quality State Grants respondents rebounded 11 points in 2016 to achieve a score of 61. While this score is in the lower range of all program satisfaction scores, the double digit score improvement is certainly a positive sign for continued increases in future measurements. The rise in satisfaction cannot be attributed to one specific area of the program support as all drivers saw increases in their 2016 ratings. The biggest increase occurred in the Technology component, which grew from 51 to 70. Respondent comments indicate that there has been significant turnover in support staff but that the program officers have been helpful and are very accessible. As new staff becomes more familiar with the program, the guidance they provide is likely to improve and result in higher satisfaction among grantees. Custom questions for this program asked respondents to rate OSS performance monitoring. All metrics in this area, including timely responses to State requests and streamlining the federal performance reporting process, were rated in the 60s. Scores in this ranges generally indicate there are no critical issues affecting performance but that there is room for improvement.

21st Century Community Learning Centers

21st Century Community Learning Centers satisfaction increased 5 points to 59 in this year's measurement. This score indicates there remains significant room for improvement but the program has improved its satisfaction score in each of the past two years and shows signs of being able to continue this positive momentum. Many respondents had positive experiences with program staff and were able to provide comments expressing their appreciation for timely responses with proper documentation provided. Notable changes in driver scores include 5-point increases in Documents and OESE's Technical Assistance. Each of these drivers has a relatively high degree of influence on satisfaction and continued efforts to improve the performance in these areas is recommended. The correspondence provided was rated lowest for the comprehensiveness in addressing the scope of issues grantees face (63) and highest for the organization of the information (73). The focus in terms of technical assistance provided should be on the usefulness of the assistance being able to serve as a model that can be replicated with subgrantees.

Preschool Development Grant

Respondents of the Preschool Development Grant rated satisfaction at 72 in 2016, 1 point over the aggregate rating of 71. All drivers of satisfaction were rated very similarly, ranging from 70 for OESE's Technical Assistance to 75 for ED Staff/Coordination. The coordination with ED staff rating is likely to improve if staff are able to provide more timely responses that stay consistent over time. Online Resources were rated a 73, with its lowest attribute score being the ability for the grantee to accomplish their goal on the website (70). Ensure that common tasks are able to be handled efficiently by grantees by making the website clear and intuitive. The custom questions asked of this program's grantees found that program staff are seen as accessible and responsive, with a score of 76. However, the timeliness of achieving a resolution (65) is lacking in comparison. The monthly conference calls should be evaluated as their relevance and usefulness were rated a 66.

Striving Readers Comprehensive Literacy Program

Satisfaction was rated a 66 by Striving Readers Comprehensive Literacy Program grantees. This is a 21-point increase from last year but the results do need to be interpreted with caution as they have had just five respondents complete the survey for this program in each of the last three years. Despite the low



sample, the 2016 ratings have increased enough to indicate there has been a true improvement in performance and grantee satisfaction. Driver scores have increased on the order of 20-30 points since last year, with Online Resources moving from a score of 29 in 2015 to 66 this year. Increased communication and timely responses on the part of program officers are cited by grantees as reasons they are more satisfied this year and should continue to be the focus for program officers. Conference calls were specifically mentioned as being very helpful in understanding program requirements. Verbal communication should be readily available for grantees to assist in understanding the requirements that can often be confusing in written form.

Payments for Federally Connected Children (Section 8003)

The satisfaction score among grantees of the Payments for Federally Connected Children program rose 7 points to 71 in 2016. Performance was rated higher across the board this year, and the improved feelings toward the program are evidence by the finding that no respondents reported filing a formal complaint in the past six months, which is down from 11% in 2015. The influential Documents driver rose 8 points for this program, with double digit increases in the clarity (76), organization (77) and comprehensiveness in addressing the scope of issues faced (76). Other critical increases in performance occurred in the areas of ED Staff/Coordination and Technology. Coordination with ED Staff has improved in the responsiveness to questions grantees ask and the collaboration with other programs in providing relevant services. The Technology driver rose 8 points to 75 this year and saw a relatively large increase in the rating for the expected reduction in federal paperwork (65). Many grantees commented that they value the webinars and conference calls offered as they provide clear direction and allow for open dialogue to get tailored guidance in navigating the program's regulations.

High School Equivalency Program (HEP) – Migrant Education

The satisfaction of High School Equivalency Program grantees is once again extremely high, with the highest satisfaction score of any program measured in 2016. Its rating of 85 indicates the program is providing excellent service across the board, providing clear and up-to-date Online Resources (83) backed up by comprehensive and timely guidance from program staff. The ED Staff/Coordination driver was rated an exceptional 91, making any significant increases from this point unlikely. The focus on this area should be on maintaining the current procedures as the coordination with ED staff is operating at an optimal level. Custom questions asking grantees about the performance of the program staff revealed that the support they provide is outstanding, with ratings from 88 for the clarity of information provided and timely resolution of questions to a 93 for their accessibility and responsiveness. Additionally, the usefulness and relevance of technical assistance strategies, conference calls and courtesy calls all received very high scores. The services and support provided by this program's staff should be continued in their current state as grantees are extremely satisfied and have very positive things to say about their experiences. Many of these best practices can be adopted by other programs to improve their own scores.

Project Prevent

Project Prevent's satisfaction has increased 10 points to a very impressive 83 in its second year of measurement. After debuting with a score of 73, performance in several key areas improved and has led to a double digit increase in the overall level of satisfaction rating. The Documents driver score increased 6 points to 84, with big gains in the clarity (85) and organization of information (85). Project Prevent grantees also rated OESE's Technical Assistance much higher in 2016 at 85, a 10-point improvement from last year. Grantees continue to give very high marks for their Federal Project Officer with scores for their responsiveness to questions, timeliness and effectiveness all in the 90s. Finally, the assistance from the P2 technical team was measured in the custom survey for this program and found that its relevance/usefulness, frequency of communication and use of technology are all rated in the upper 80s. These high scores mean that current practices in these areas should be maintained to keep grantee satisfaction high.

Indian Education Formula Grants to Local Education Agencies & National Activities

The satisfaction score for Indian Education Formula Grants to Local Education Agencies & National Activities has been remarkably consistent over time. Its 2016 rating of 80 matches the score in each of



the past two measurements. Performance is strong across the board as ED Staff/Coordination maintains its impressive score of 87, Online Resources rose 1 point to 82 and the Technology score was unchanged at 82. Custom questions asked of these grantees examined the technical support provided by the Office of Indian Education (OIE) and the process for applying for a grant through the *Electronic Application System for Indian Education (EASIE)*. Respondents find EASIE to be a very useful system, rating its ease of use an 89. The training webinars are also very valuable to grantees as their quality was rated an 86. This program is doing a fine job of delivering its services and support to grantees. Current practices should be maintained while looking for efficient ways to enhance the look and feel of the online content. The score of 77 for ease of finding material online suggests there may be some slight room for improvement in this area by making the most commonly sought after materials more prominently displayed on a website homepage.

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

Grantee satisfaction of the Migrant Education Program increased 8 points in 2016 to a score of 72. This shifts the program from the lower range of scores to the middle of all participating programs this year. With a 2016 score of 61, Online Resources remain the key area of opportunity for additional improvements in the overall level of grantee satisfaction. Specific focus should be on improving the ease of navigation and helping users find materials online. The attributes are the lowest scoring of the model and can be improved by ensuring that common materials are presented clearly on the main pages of the website. Technology was rated a 73 for this program, with high marks for the effectiveness in using technology to deliver the ED's services (79) and the quality of ED technology related assistance (78). The announcements provided on the MEPSTATE Listserv are seen as very useful, with a score of 86 this year, a 5-point improvement from the 2015 rating.

Education for Homeless Children and Youth – McKinney-Vento

The satisfaction among grantees of the Education for Homeless Children and Youth program fell 5 points to a 73 in this year's study. This is not considered a "poor" score but the decrease of satisfaction and many of its drivers of approximately 5 points indicates there is room to improve the services and support being delivered. When asked how the program can improve the technical support it provides, many respondents said that timelier responses would be appreciated. Additionally, more guidance regarding ESSA was mentioned multiple times, indicating there is some confusion regarding ESSA implementation and regulatory requirements. Training program staff to be able to communicate this information should be pursued to address this area of need that affects many grantees. The current offering of Online Resources (68) also presents an opportunity for improvement as the ease of finding materials online (65) and ability to accomplish online tasks (66) are rated relatively lower than many other attributes. Best practices in this area involve reducing homepage clutter to provide users with streamlined access to the most commonly sought after materials and information. Clean and simple menus are preferred to busy websites that try to present quick links to a vast assortment of information.

School Improvement Fund

Satisfaction among School Improvement Fund respondents rose 2 points to a score of 60 in 2016. This places the program in the lower range of all satisfaction levels and suggests there is substantial room for improvement. OESE's Technical Assistance was the lowest rated driver of satisfaction and should be examined to identify specific areas where grantee support can be improved. Grantee comments suggest there is a need for increased guidance through the ESSA transition process. In general, questions seem to be responded to but many respondents said the response was not prompt and in some cases, not well informed. It is vital that the support given to grantees, technical or otherwise, is timely, accurate and consistent. The programs that have the highest satisfaction consistently speak of the comprehensive support they receive from program staff who are able to supply knowledge assistance in a timely fashion. OSS performance monitoring is rated with scores between 56 for its ability to assess how well the State is accomplishing its goals to 64 for its streamlining of the federal performance reporting process.

Improving Basic Programs Operated by Local Educational Agencies - Title I

Satisfaction for Title I respondents fell 10 points in 2016, down to a score of 58. This places the program near the bottom of all programs according to their overall level of grantee satisfaction. In looking for areas



where performance has dropped in the last year, attributing to the satisfaction decline, the ED Staff/Coordination, Documents and OESE Technical Training emerge as areas where improvement efforts should be targeted. The 2016 ED Staff/Coordination rating of 70 is 16 points lower than a year ago and respondent comments mention a lack of responsiveness from ED staff as this is a “transition year”. When immediate answers are not available, provide grantees an update to let them know that a response is forthcoming. The documentation provided to grantees was rated a 69, 14 points lower than in 2015. The drop came as the result of substantial declines in all of the related metrics that make up the Documents component, including the sufficiency of detail to meet program needs (68) and the comprehensiveness in addressing the scope of issues faced (65). Finally, the OESE Technical Assistance fell 11 points to a score of 61. The effectiveness of OESE in helping grantees implement grant programs (64) dropped 14 points since last year, due in part to confusion in implementing ESSA and finding the support related to that initiative lacking.

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

Satisfaction among English Language Acquisition State Grants respondents fell a single point to 55 in this year’s study. Despite the lack of improvement in the 2016 satisfaction rating, there is positive news to report for this program. Nearly all driver scores increased in this year’s study, indicating there are some exogenous factors contributing to the stagnant satisfaction score not being accounted for in the survey. The ED Staff/Coordination score rose 4 points to 71, with a 10-point improvement in the accuracy of responses rating (78). This is a critical metric as inaccurate responses are detrimental to the ED Staff component rating and the overall level of satisfaction. Online Resources (63) increased 8 points, helped by gains in the ease of finding materials online (64), the freshness of content (63) and the ability to accomplish tasks on the site (62). These increased scores show there is positive momentum in this area, and their values in the low to mid-60s indicates there remains opportunity for improvement. OESE’s Technical Assistance saw a 6-point increase for a 2016 score of 59. As with Online Resources, improvement efforts should continue to be invested in this area as the technical assistance grantees receive is important in determining their overall level of satisfaction and the score of 59 keeps this program in the lower range of scores. Overall, this program should be encouraged by the score increases in many areas of the grantee experience. If program leaders continue to allocate resources toward improving the online content, technical assistance and staff coordination efforts, grantee satisfaction should be expected to increase as a result.

Neglected and Delinquent State and Local Agency Programs

Grantees of the Neglected and Delinquent State and Local Agency Programs rated their satisfaction at a 62, a 5-point decrease from last year. This is the fourth consecutive year that the satisfaction score has fallen. The results of the survey provide insight as to where improvement efforts are needed most to reverse this trend and improve grantee satisfaction. Many respondents said they have had no contact with the Department of Education in the last 12 months and that NDTAC is the only resource they have for guidance. Multiple staffing changes were mentioned as creating confusion among grantees as to who needs to be contacted for efficient guidance. Program staff need to be proactive in providing detailed information to grantees, not only in regulatory/compliance matters but also in giving clear direction as to the available resources grantees have when specific questions are raised. Then, program staff need to provide prompt responses that directly address questions or issues grantees have in an effort to increase their level of satisfaction. OESE’s Technical Assistance (67) fell 8 points in 2016 and presents a specific area for improvement. Increased direct contact from the State director will help in this area as well in that grantees will have that open channel of communication to get answers to their technical questions and receive the support they need.

School Climate Transformation Grants/State Department of Education

SCTG State Department of Education program’s satisfaction increased 15 points in its second year of measurement to a score of 74. It needs to be noted that the sample sizes for this program are low, necessitating caution when interpreting the results. However, the scores have improved across the board and do suggest that there has been real improvement in program performance in the past year. Most notably, the OESE Technical Assistance rating improved 19 points to 76. Grantee comments indicate that program officers have been very attentive and work well with grantees to answer questions and resolve issues. This type of tailored guidance is often a determining factor in the overall level of grantee



satisfaction. The focus on this area should be on maintaining the high level of support given to grantees. Improvement efforts should be devoted to optimizing the use of Technology in delivering services to grantees. This component was rated a 62, indicating there is room for improvement as this is 12 points below the aggregate rating among all programs as a whole.

School Climate Transformation Grants/Local Education Agency

Satisfaction among SCTG Local Education Agency respondents increased 9 points to 84 in 2016. After a strong initial rating of 75 last year, widespread improvements have led to a significant rise in satisfaction. Last year's areas of strength have remained strong and those that had more of an opportunity for improvement have improved. The ED Staff/Coordination remains the highest rated component, with an unchanged score of 94 this year. This exceptional score indicates there is an optimal level of coordination with ED Staff occurring and no significant changes should be made in this area at this time. The greatest increase in a driver score occurred in the area of Document, which rose 10 points to a 2016 rating of 88. This impressive score is the highest Documents rating for any program and shows that SCTG-LEA has successfully improved the clarity, organization and relevant details of the communication sent to grantees. Grantee comments consistently mention the outstanding service provided by their program officer, citing frequent check ins and open communication as reasons for their high level of satisfaction.

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

Satisfaction of the REAP – Rural and Low Income School Program rose 2 points to a score of 64. The strength for this program remains ED Staff/Coordination, with a score of 87. Grantee support is strong in this area, making any significant adjustments unnecessary. The lowest scoring driver of satisfaction for this program is OESE's Technical Assistance (69). This area presents an opportunity for program leaders to provide more detailed information in the website and proactively communicate annual changes. Additionally, some respondents commented on the value of the webinars offered but asked for more detailed sessions, covering relevant topics such as the use of funds and monitoring grantees. The finding that the satisfaction score of this program's grantees falls below all of the components of the grantee experienced measured on the survey indicates there are exogenous factors at play that affect satisfaction. Continuous communication with grantees can uncover additional areas of opportunity but many of the components measured in the study do have a positive momentum.

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

REAP – Small, Rural School Achievement Program satisfaction rose 5 points in 2016. The highest driver score of 84 for ED Staff/Coordination indicates the support ED staff provide is meeting the needs of grantees, despite a 4-point decline in this metric's rating since last year. In fact, many driver scores were slightly lower in 2016 compared to last year's study, indicating the increased satisfaction is the result of other factors outside of the core metrics measured by the satisfaction survey. The open-ended comments provided by this program's grantees indicate they are largely satisfied with the support they receive from program staff, as requests for information are responded to promptly by knowledgeable personnel. When asked what the ideal frequency for webinars and other means of technical assistance, many respondents said once or twice a year is preferred. As the lowest scoring driver, OESE's Technical Assistance (68) offers the greatest opportunity for improvement and should be the focus for driving satisfaction higher at this time.



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