

U.S. Department of Education

Office of the Chief Financial Officer

Fiscal Year 2017 Grantee Satisfaction Survey

Final Report
September 2017





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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 35 programs participated in the FY 2017 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 35 participating programs provided a list of grantees to be contacted for the survey. Data collection took place from May 18, 2017 to June 30, 2017 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 1,426 valid responses were collected for a response rate of 45 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
Indirect Cost Group/Financial Improvement Operations (ICG/FIO)	199	62	31%	69
Payments for Federally Connected Children (Section 7003)	198	77	39%	74
Indian Education Formula Grants to Local Educational Agencies & National Activities	196	73	37%	80
Rural Education Achievement Program (REAP)-Small, Rural School Achievement (SRSA) Program	195	45	23%	72
Payments for Federal Property (Section 7002)	194	77	40%	76
Developing Hispanic Serving Institutions	192	102	53%	78
TRIO Talent Search	184	117	64%	68
Hispanic Serving Institutions - Science, Technology, Engineering, or Mathematics and Articulation Program	170	66	39%	72
Elementary and Secondary School Counseling Program (ESSC)	106	59	56%	77
School Climate Transformation Grants-Local Education Agency	70	55	79%	87
Demonstration Grants for Indian Children/Special Projects Demonstration Grants	65	30	46%	68
Minority Science and Engineering Program	63	27	43%	83
IDEA-State Directors of Special Education (Part B)	60	32	53%	69
Adult Education and Family Literacy to State Directors of Adult Education	57	31	54%	72
IDEA-Part C Infants and Toddlers with Disabilities Program	57	36	63%	69
Neglected and Delinquent State and Local Agency Programs	56	32	57%	60
Carl D. Perkins Career and Technical Education State Directors	55	24	44%	77
21st Century Community Learning Centers	55	41	75%	67
Education for Homeless Children and Youths Program	54	36	67%	83
National Professional Development Program	50	29	58%	71
High School Equivalency Program (HEP) – Migrant Education	50	34	68%	82
College Assistance Migrant Program	50	38	76%	79
Migrant Education Programs (Title I, Part C)	48	37	77%	75
Alaska Native Education Program	46	25	54%	64
Fund for the Improvement of Postsecondary Education, First in the World	42	32	76%	74
Innovative Approaches to Literacy	27	20	74%	85
Project Prevent	22	21	95%	84
Carol White Physical Education Program (PEP)	15	13	87%	71
School Climate Transformation Grants-State Department of Education	11	10	91%	78
Overall	2,587	1,281	50%	



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

Program	Invites	Valid Completes	Response Rate	CSI
Improving Teacher Quality State Grants	129	24	19%	64
School Improvement Fund	104	29	28%	62
English Language Acquisition State Grants (Title III State Formula Grants)	83	20	24%	57
Improving Basic Programs Operated by Local Educational Agencies – Title I	74	20	27%	66
Promoting Postbaccalaureate Opportunities for Hispanic Americans Program	47	17	36%	76
Rural Education Achievement Program (REAP)-Rural and Low Income School (RLIS) Program	45	6	13%	64
Native American and Alaska Native Children in School Program	43	12	28%	66
Grants for State Assessments	42	17	40%	63
Overall	567	145	26%	

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 2017, very few changes were made to this core set of questions. The revisions that were made included an additional response option of “G5” to a question asking respondents which reporting system they use for reporting accountability data.

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

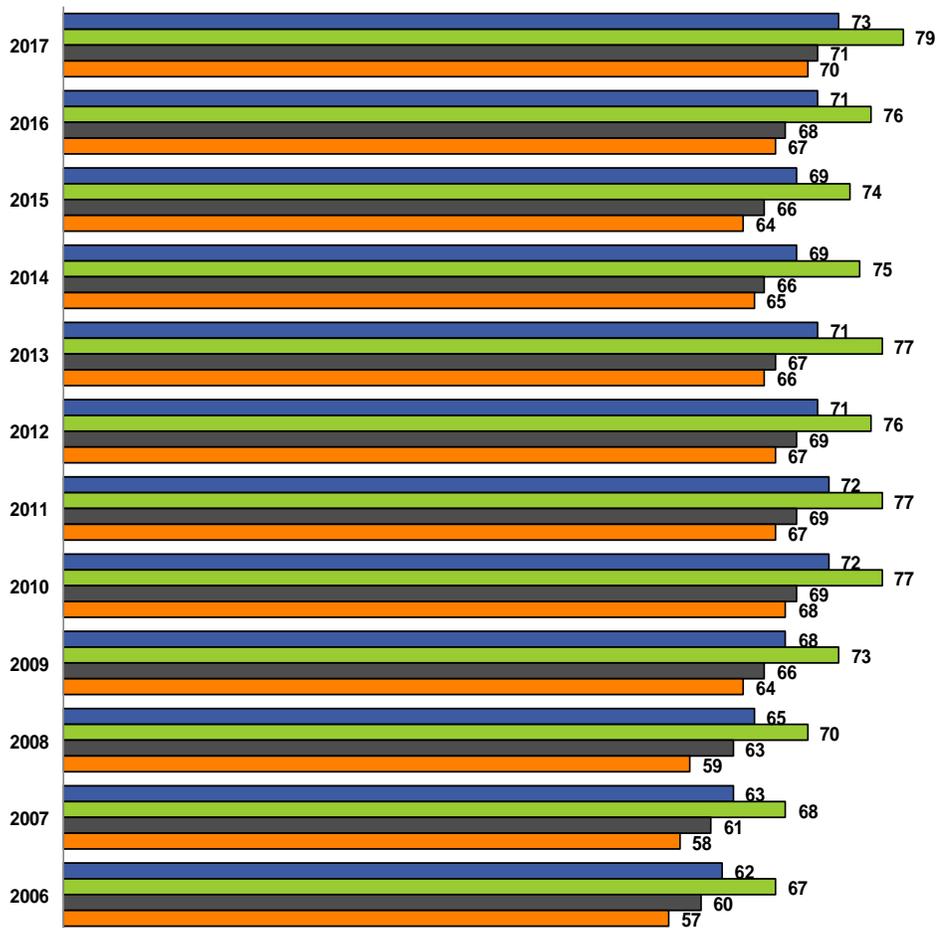
Customer Satisfaction (ACSI)

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 **2017 Customer Satisfaction Index (CSI) for the Department of Education grantees is 73**. This is a 2-point improvement from last year’s rating and is the highest CSI score achieved since the study’s inception.

Customer Satisfaction Index

2006 – 2017

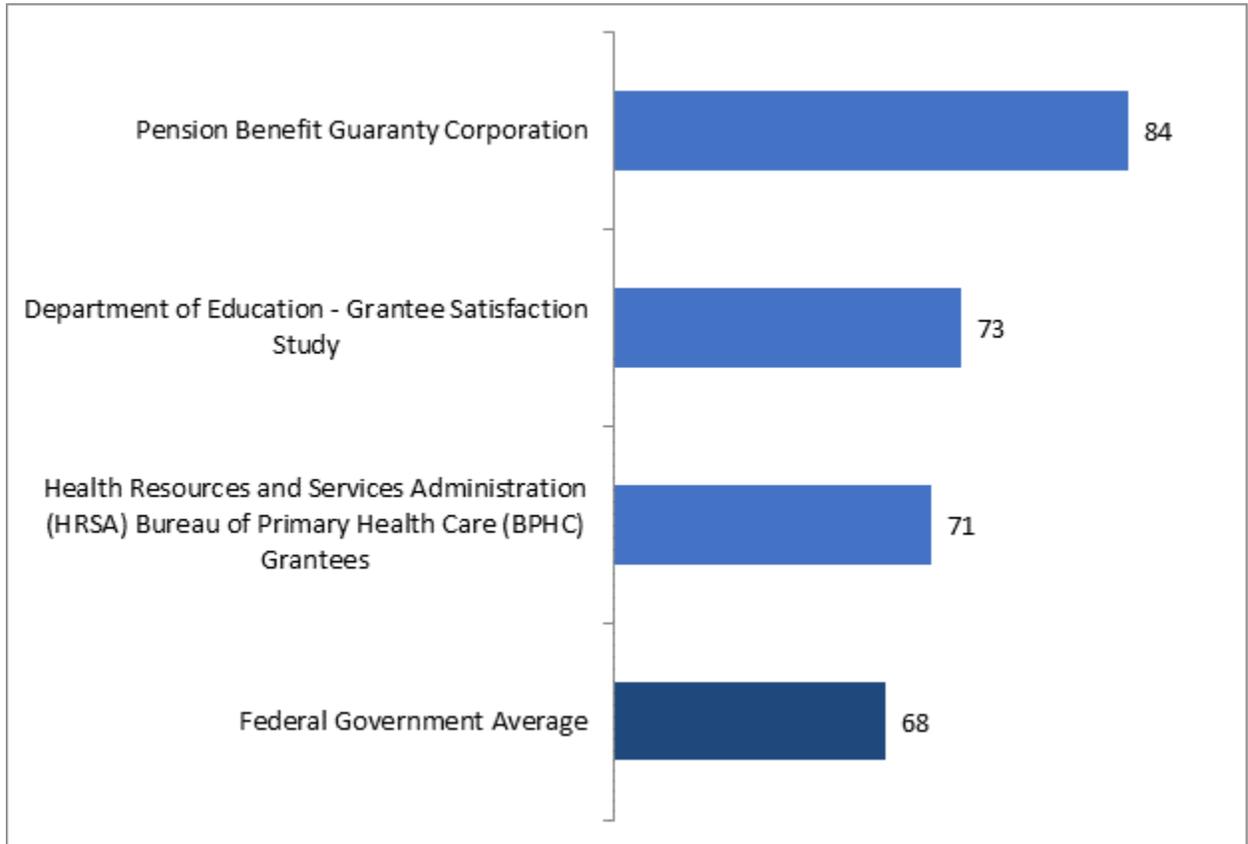


- Customer Satisfaction Index
- How satisfied are you with ED's products and services
- How well ED's products and services meet expectations
- How well ED compares with ideal products and services



The chart below compares the satisfaction score of the Department with satisfaction scores from other federal grant awarding agencies assessed over the past few years and the most recent annual overall federal government average, measured in 2016. The Department continues to compare favorably to available benchmarks however, due to improvement across the federal government the gap between the ASCI federal government benchmark and the Department score is now 5 points versus the 7-point gap reported last year.

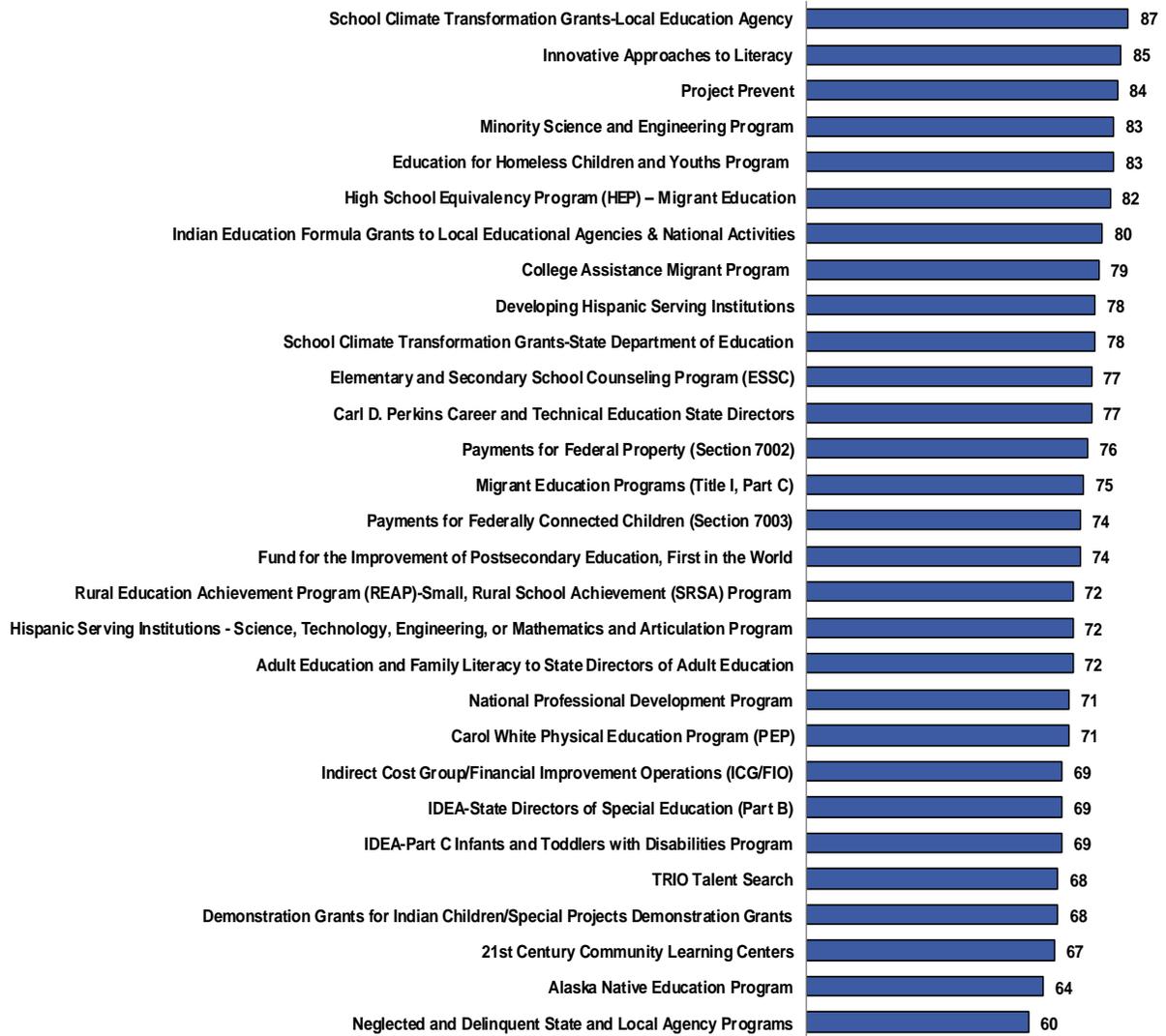
Satisfaction Benchmarks





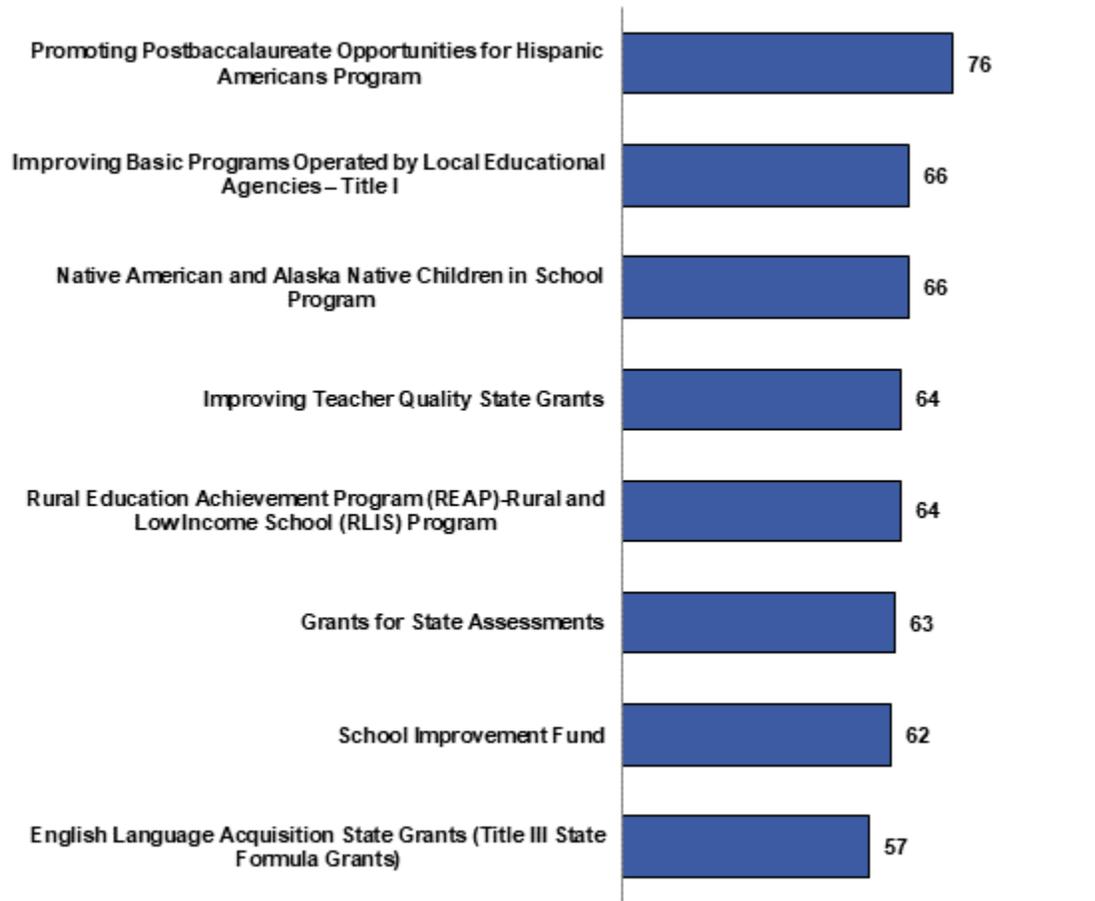
On the next two pages are satisfaction scores by program. The first shows the programs with a participation rate that was determined to be statistically representative of the program's total population of grantees using an 80% confidence interval of +/- 5 points. The satisfaction scores of the programs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

Customer Satisfaction Index - Scores by Program





Customer Satisfaction Index (cont.) – Scores by Program



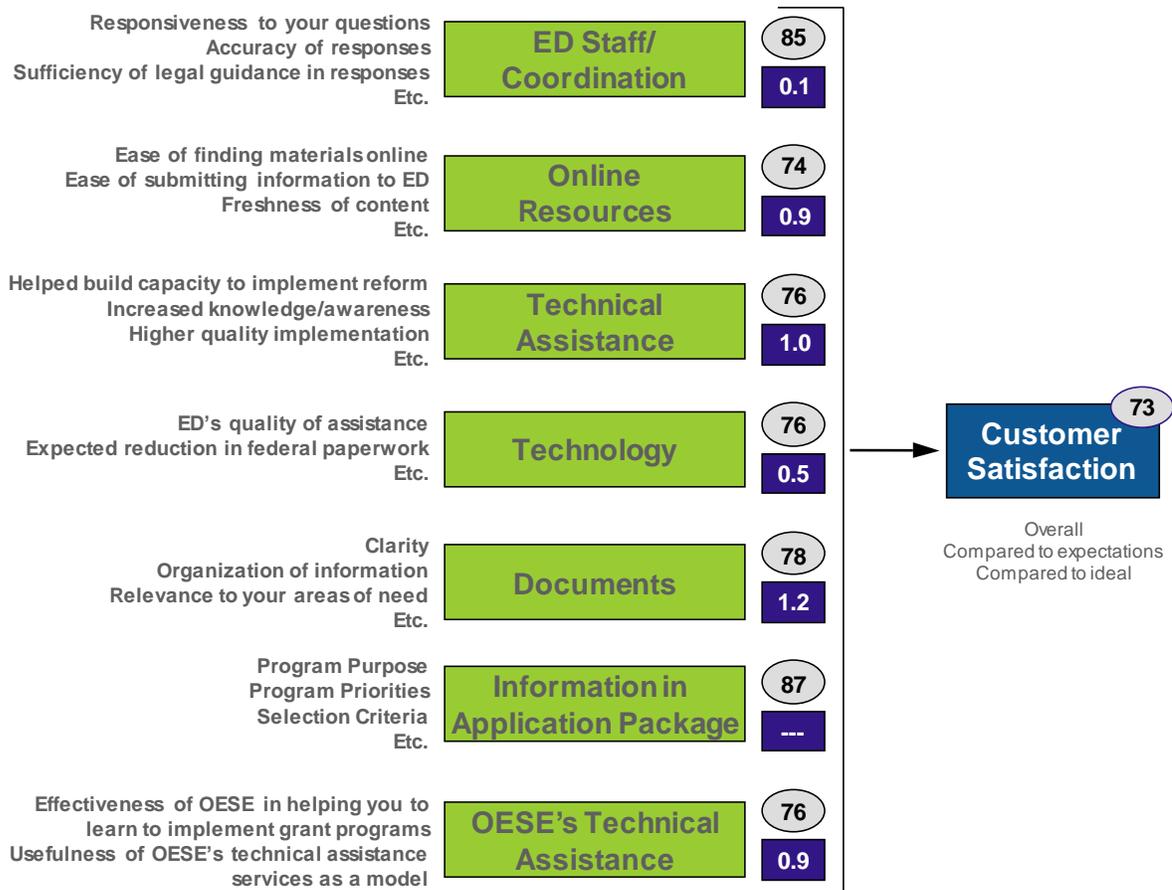


Customer Satisfaction Model

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.

2017 U.S. Department of Education Grantee Satisfaction Model





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

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

Impacts should be read as the effect on the subsequent component if the initial driver (component) were to be improved or decreased by five points. For example, if the score for “Documents” increased by five points (78 to 83), the Customer Satisfaction Index would increase by the amount of its impact, 1.2 points, (from 73 to 74.2). *Note: Scores shown are reported to nearest whole number.* If the driver increases by less than or more than five points, the resulting change in the subsequent component would be the corresponding fraction of the original impact. Impacts are additive. Thus, if multiple areas were each to improve by five points, the related improvement in satisfaction will be the sum of the impacts.



Drivers of Customer Satisfaction

Documents

Impact 1.2

The Documents component score improved 1 point this year to 78. Driving this score higher, all the documents related attributes measured increased by 1 or 2 points compared to last year.

This component remains the most impactful driver of satisfaction with the grantee-program office relationship. Based on two years of improved performance in this area, it appears that efforts to communicate in plain English, without the use of technical jargon and other complicated language are producing positive results. Maintaining focus in this area continues to be important and will serve to make further gains in overall satisfaction.

Documents - Aggregate Scores

	2016 Scores	2017 Scores	Difference	Significant Difference
Documents	77	78	1	↑
Clarity	76	78	2	↑
Organization of information	78	80	2	
Sufficiency of detail to meet your program needs	76	77	1	
Relevance to your areas of need	78	80	2	↑
Comprehensiveness in addressing the scope of issues that you face	75	77	2	↑
Sample Size	1,370	1,426		

*Statistically significant difference from 2016 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 62 for the English Language Acquisition State Grants program, to 89, for the Education for Homeless Children and Youth Program. Given this area's relative high influence on satisfaction, it is especially important that programs with lower Documents scores prioritize improvement efforts around the attributes listed above. To the extent possible, programs should collaborate to identify best practices being carried out among the higher scoring programs that can be adopted by programs where the greatest room for improvement exists. Note that these questions are not asked of Office of Postsecondary Education respondents.



Documents - Scores by Program

Program (Documents)	Score
Education for Homeless Children and Youths Program	89
School Climate Transformation Grants-Local Education Agency	88
Project Prevent	87
School Climate Transformation Grants-State Department of Education	87
Innovative Approaches to Literacy	86
Carol White Physical Education Program (PEP)	86
College Assistance Migrant Program	85
High School Equivalency Program (HEP) – Migrant Education	84
Indian Education Formula Grants to Local Educational Agencies & National Activities	81
Migrant Education Programs (Title I, Part C)	81
Elementary and Secondary School Counseling Program (ESSC)	81
National Professional Development Program	80
Adult Education and Family Literacy to State Directors of Adult Education	80
Carl D. Perkins Career and Technical Education State Directors	80
Improving Teacher Quality State Grants	78
Payments for Federal Property (Section 7002)	78
Payments for Federally Connected Children (Section 7003)	78
Improving Basic Programs Operated by Local Educational Agencies – Title I	78
Indirect Cost Group/Financial Improvement Operations (ICG/FIO)	76
IDEA-Part C Infants and Toddlers with Disabilities Program	76
IDEA-State Directors of Special Education (Part B)	75
Native American and Alaska Native Children in School Program	74
School Improvement Fund	73
Rural Education Achievement Program (REAP)-Small, Rural School Achievement (SRSA) Program	72
21st Century Community Learning Centers	70
Alaska Native Education Program	69
Demonstration Grants for Indian Children/Special Projects Demonstration Grants	69
Grants for State Assessments	69
Neglected and Delinquent State and Local Agency Programs	66
Rural Education Achievement Program (REAP)-Rural and Low Income School (RLIS) Program	65
English Language Acquisition State Grants (Title III State Formula Grants)	62
Developing Hispanic Serving Institutions	--
Promoting Postbaccalaureate Opportunities for Hispanic Americans Program	--
Minority Science and Engineering Program	--
Hispanic Serving Institutions - Science, Technology, Engineering, or Mathematics and Articulation Program	--
TRIO Talent Search	--
Fund for the Improvement of Postsecondary Education, First in the World	--

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



Technical Assistance – Building State Capacity to Implement Education Reforms

Impact 1.0

Following a 3-point rebound last year, the Technical Assistance score improved an additional point to 76. Modest increases in four of five Technical Assistance attributes contributed to this year’s improvement. Due to the relatively large influence this component has on Overall Satisfaction, continued focus on providing superior Technical Assistance will be required to continue improving the CSI score.

Technical Assistance - Aggregate Scores

	2016 Scores	2017 Scores	Difference	Significant Difference
Technical Assistance	75	76	1	
Department Staff - Helped build capacity to implement reform	74	76	2	
Department-Funded Tech Assistance Providers - Helped build capacity to implement	76	76	0	
Increased knowledge/awareness regarding key issues	76	77	1	
Higher quality implementation of this program	77	78	1	
State was able to develop, improve, or support promising practices	75	76	1	
Sample Size	1,370	1,426		

*Statistically significant difference from 2016 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 Native American and Alaska Native Children in School Program (59), while the highest rating was given by grantees of the Promoting Postbaccalaureate Opportunities for Hispanic Americans Program (92).



Technical Assistance - Scores by Program

Program (Technical Assistance)	Score
Promoting Postbaccalaureate Opportunities for Hispanic Americans Program	92
Education for Homeless Children and Youths Program	92
School Climate Transformation Grants-State Department of Education	89
Minority Science and Engineering Program	86
Developing Hispanic Serving Institutions	82
Fund for the Improvement of Postsecondary Education, First in the World	80
Migrant Education Programs (Title I, Part C)	80
Adult Education and Family Literacy to State Directors of Adult Education	78
Indirect Cost Group/Financial Improvement Operations (ICG/FIO)	78
Carl D. Perkins Career and Technical Education State Directors	76
National Professional Development Program	74
School Improvement Fund	74
21st Century Community Learning Centers	73
Hispanic Serving Institutions - Science, Technology, Engineering, or Mathematics and Articulation Program	72
Neglected and Delinquent State and Local Agency Programs	72
Improving Basic Programs Operated by Local Educational Agencies – Title I	71
TRIO Talent Search	70
Improving Teacher Quality State Grants	69
Rural Education Achievement Program (REAP)-Rural and Low Income School (RLIS) Program	69
Grants for State Assessments	65
English Language Acquisition State Grants (Title III State Formula Grants)	61
Native American and Alaska Native Children in School Program	59
IDEA-State Directors of Special Education (Part B)	--
IDEA-Part C Infants and Toddlers with Disabilities Program	--
Payments for Federal Property (Section 7002)	--
Payments for Federally Connected Children (Section 7003)	--
High School Equivalency Program (HEP) – Migrant Education	--
Project Prevent	--
Indian Education Formula Grants to Local Educational Agencies & National Activities	--
School Climate Transformation Grants-Local Education Agency	--
Rural Education Achievement Program (REAP)-Small, Rural School Achievement (SRSA) Program	--
Alaska Native Education Program	--
Innovative Approaches to Literacy	--
Demonstration Grants for Indian Children/Special Projects Demonstration Grants	--
College Assistance Migrant Program	--
Elementary and Secondary School Counseling Program (ESSC)	--
Carol White Physical Education Program (PEP)	--

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



OESE Technical Assistance

Impact 0.9

This component was asked only of the programs within the Office of Elementary and Secondary Education (OESE) program office participating in the survey. As reported in the past, OESE Technical Assistance has a high impact on satisfaction (0.9). In 2017, performance for this component improved by four points to 76. Both attributes measured show significant improvement in 2017.

OESE Technical Assistance - Aggregate Scores

	2016 Scores	2017 Scores	Difference	Significant Difference
OESE's Technical Assistance	72	76	4	↑
Effectiveness of OESE in helping you learn to implement grant programs	74	78	4	↑
Usefulness of OESE's technical assistance services as a model	67	73	6	↑
Sample Size	1,370	1,426		

Statistically significant difference from 2016 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 51 to 94. Rural Education Achievement Program (REAP)-Rural and Low Income School (RLIS) Program scores the lowest and Innovative Approaches to Literacy, newly included in the study scores the highest. While three programs garner scores in the 90s, ten programs score below 70, indicating a need for focused improvement efforts in this area.



OESE Technical Assistance - Scores by Program

Program (OESE Technical Assistance)	Score
Innovative Approaches to Literacy	94
Project Prevent	92
School Climate Transformation Grants-Local Education Agency	90
Indian Education Formula Grants to Local Educational Agencies & National Activities	87
Carol White Physical Education Program (PEP)	86
Education for Homeless Children and Youths Program	85
School Climate Transformation Grants-State Department of Education	79
Payments for Federal Property (Section 7002)	78
High School Equivalency Program (HEP) – Migrant Education	78
College Assistance Migrant Program	78
Elementary and Secondary School Counseling Program (ESSC)	78
Payments for Federally Connected Children (Section 7003)	76
21st Century Community Learning Centers	72
Rural Education Achievement Program (REAP)-Small, Rural School Achievement (SRSA) Program	70
Migrant Education Programs (Title I, Part C)	68
Improving Teacher Quality State Grants	67
Improving Basic Programs Operated by Local Educational Agencies – Title I	67
Demonstration Grants for Indian Children/Special Projects Demonstration Grants	67
Alaska Native Education Program	66
School Improvement Fund	65
Grants for State Assessments	64
Neglected and Delinquent State and Local Agency Programs	62
English Language Acquisition State Grants (Title III State Formula Grants)	56
Rural Education Achievement Program (REAP)-Rural and Low Income School (RLIS) Program	51
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	--
Indirect Cost Group/Financial Improvement Operations (ICG/FIO)	--
Developing Hispanic Serving Institutions	--
Promoting Postbaccalaureate Opportunities for Hispanic Americans Program	--
Minority Science and Engineering Program	--
Hispanic Serving Institutions - Science, Technology, Engineering, or Mathematics and Articulation Program	--
TRIO Talent Search	--
Fund for the Improvement of Postsecondary Education, First in the World	--
IDEA-State Directors of Special Education (Part B)	--
IDEA-Part C Infants and Toddlers with Disabilities Program	--

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



Online Resources

Impact 0.9

Online Resources continues the trend of gaining one point each year for the past three years and is currently 74. Maintaining a relatively high impact of 0.9, this component continues to be an area warranting focus for those programs with low performance.

Among the lower scoring attributes, ease of finding materials online experienced the largest increase in score, up three points to 73. Additionally, four of the five other related attributes each improved two points contributing to the higher overall score for online resources.

Online Resources - Aggregate Scores

	2016 Scores	2017 Scores	Difference	Significant Difference
Online Resources	73	74	1	↑
Ease of finding materials online	70	73	3	↑
Ease of submitting information to ED via the web	77	77	0	
Freshness of content	73	75	2	↑
Ability to accomplish what you want on the site	73	75	2	↑
Ease of reading the site	73	75	2	↑
Ease of navigation	71	73	2	↑
Sample Size	1,370	1,426		

*Statistically significant difference from 2016 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 remains more narrow than observed in 2015. Currently the scores range from 59 for School Improvement Fund to 86 a score shared by four programs including Project Prevent, School Climate Transformation Grants-State Department of Education, School Climate Transformation Grants-Local Education Agency, and Innovative Approaches to Literacy.



Online Resources - Scores by Program

Program (Online Resources)	Score
Project Prevent	86
School Climate Transformation Grants-State Department of Education	86
School Climate Transformation Grants-Local Education Agency	86
Innovative Approaches to Literacy	86
Indian Education Formula Grants to Local Educational Agencies & National Activities	83
Minority Science and Engineering Program	82
High School Equivalency Program (HEP) – Migrant Education	80
Developing Hispanic Serving Institutions	79
Payments for Federal Property (Section 7002)	78
Payments for Federally Connected Children (Section 7003)	78
Promoting Postbaccalaureate Opportunities for Hispanic Americans Program	77
College Assistance Migrant Program	77
Education for Homeless Children and Youths Program	76
Elementary and Secondary School Counseling Program (ESSC)	76
Carl D. Perkins Career and Technical Education State Directors	75
Fund for the Improvement of Postsecondary Education, First in the World	75
Migrant Education Programs (Title I, Part C)	75
Adult Education and Family Literacy to State Directors of Adult Education	74
TRIO Talent Search	74
Hispanic Serving Institutions - Science, Technology, Engineering, or Mathematics and Articulation Program	73
Carol White Physical Education Program (PEP)	73
Rural Education Achievement Program (REAP)-Rural and Low Income School (RLIS) Program	71
Improving Teacher Quality State Grants	70
21st Century Community Learning Centers	70
Indirect Cost Group/Financial Improvement Operations (ICG/FIO)	69
IDEA-Part C Infants and Toddlers with Disabilities Program	68
Improving Basic Programs Operated by Local Educational Agencies – Title I	68
Neglected and Delinquent State and Local Agency Programs	68
Demonstration Grants for Indian Children/Special Projects Demonstration Grants	68
Alaska Native Education Program	67
National Professional Development Program	66
IDEA-State Directors of Special Education (Part B)	66
Rural Education Achievement Program (REAP)-Small, Rural School Achievement (SRSA) Program	64
Grants for State Assessments	64
Native American and Alaska Native Children in School Program	60
English Language Acquisition State Grants (Title III State Formula Grants)	60
School Improvement Fund	59



Technology

Impact 0.5

The Technology component increased another 2 points in 2017, to 76. Driving this improvement, all four of the technology-related attributes improved either two or three points. Although still among the lower scoring components, there appears to be some positive momentum in terms of the perception of how the Department is using technology to deliver services to grantees.

Technology - Aggregate Scores

	2016 Scores	2017 Scores	Difference	Significant Difference
Technology	74	76	2	↑
ED's effectiveness in using technology to deliver its services	76	78	2	↑
ED's quality of assistance	78	81	3	↑
Effectiveness of automated process in improving state/LEA reporting	74	77	3	↑
Expected reduction in federal paperwork	64	67	3	↑
Sample Size	1,370	1,426		

*Statistically significant difference from 2016 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 59, for the English Language Acquisition State Grants (Title III State Formula Grants) and 89 for Innovative Approaches to Literacy.



Technology - Scores by Program

Program (Technology)	Score
Innovative Approaches to Literacy	89
Project Prevent	88
School Climate Transformation Grants-Local Education Agency	86
High School Equivalency Program (HEP) – Migrant Education	84
School Climate Transformation Grants-State Department of Education	83
Indian Education Formula Grants to Local Educational Agencies & National Activities	82
College Assistance Migrant Program	81
Elementary and Secondary School Counseling Program (ESSC)	81
Developing Hispanic Serving Institutions	80
Promoting Postbaccalaureate Opportunities for Hispanic Americans Program	80
Payments for Federal Property (Section 7002)	80
Payments for Federally Connected Children (Section 7003)	78
Migrant Education Programs (Title I, Part C)	78
Education for Homeless Children and Youths Program	78
Adult Education and Family Literacy to State Directors of Adult Education	77
Minority Science and Engineering Program	77
Fund for the Improvement of Postsecondary Education, First in the World	77
Native American and Alaska Native Children in School Program	76
Carl D. Perkins Career and Technical Education State Directors	76
National Professional Development Program	75
Hispanic Serving Institutions - Science, Technology, Engineering, or Mathematics and Articulation Program	75
TRIO Talent Search	74
IDEA-Part C Infants and Toddlers with Disabilities Program	74
Improving Teacher Quality State Grants	72
21st Century Community Learning Centers	72
Demonstration Grants for Indian Children/Special Projects Demonstration Grants	71
Carol White Physical Education Program (PEP)	71
IDEA-State Directors of Special Education (Part B)	70
Rural Education Achievement Program (REAP)-Small, Rural School Achievement (SRSA) Program	69
Indirect Cost Group/Financial Improvement Operations (ICG/FIO)	68
Alaska Native Education Program	68
Improving Basic Programs Operated by Local Educational Agencies – Title I	66
Rural Education Achievement Program (REAP)-Rural and Low Income School (RLIS) Program	66
School Improvement Fund	65
Neglected and Delinquent State and Local Agency Programs	62
Grants for State Assessments	62
English Language Acquisition State Grants (Title III State Formula Grants)	59



ED Staff/Coordination

Impact 0.1

With a score of 85, ED Staff/Coordination remains a consistent high performing component. The significant four-point improvement over last year is a result of across the board increases between three and five points. Sufficiency of legal guidance in responses and consistency of responses with ED staff from different program offices experienced the largest gains. Improvement in scores for both knowledge of relevant legislation, regulations, policies, and procedures and accuracy of responses places result in impressive performance ratings of 87. Responsiveness to your questions is now the lowest scoring attribute at 83. Although the impact is relatively low, maintaining these high scores is important for maintaining the gains in overall satisfaction.

ED Staff/Coordination - Aggregate Scores

	2016 Scores	2017 Scores	Difference	Significant Difference
ED Staff/Coordination	81	85	4	↑
Knowledge of relevant legislation, regulations, policies, and procedures	83	87	4	↑
Responsiveness to your questions	80	83	3	↑
Accuracy of responses	84	87	3	↑
Sufficiency of legal guidance in responses	79	84	5	↑
Consistency of responses with ED staff from different program offices	80	85	5	↑
Collaboration with other ED programs or offices in providing relevant services	81	85	4	↑
Sample Size	1,370	1,426		

Statistically significant difference from 2016 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D.

The range of ED Staff/Coordination scores reflect the overall improved performance with the lowest score of 73 reflecting a 3-point increase compared to last year and the highest score coming in at 97, also a 3-point increase.



ED Staff/Coordination - Scores by Program

Program (ED Staff/Coordination)	Score
Innovative Approaches to Literacy	97
School Climate Transformation Grants-Local Education Agency	96
Project Prevent	95
Education for Homeless Children and Youths Program	93
School Climate Transformation Grants-State Department of Education	92
National Professional Development Program	91
Developing Hispanic Serving Institutions	91
High School Equivalency Program (HEP) – Migrant Education	89
College Assistance Migrant Program	89
Indirect Cost Group/Financial Improvement Operations (ICG/FIO)	88
Elementary and Secondary School Counseling Program (ESSC)	88
Minority Science and Engineering Program	87
IDEA-State Directors of Special Education (Part B)	87
Indian Education Formula Grants to Local Educational Agencies & National Activities	87
Migrant Education Programs (Title I, Part C)	87
Carl D. Perkins Career and Technical Education State Directors	85
Fund for the Improvement of Postsecondary Education, First in the World	85
IDEA-Part C Infants and Toddlers with Disabilities Program	85
Payments for Federally Connected Children (Section 7003)	85
Rural Education Achievement Program (REAP)-Rural and Low Income School (RLIS) Program	85
Adult Education and Family Literacy to State Directors of Adult Education	84
Payments for Federal Property (Section 7002)	84
Native American and Alaska Native Children in School Program	83
Hispanic Serving Institutions - Science, Technology, Engineering, or Mathematics and Articulation Program	83
TRIO Talent Search	83
Rural Education Achievement Program (REAP)-Small, Rural School Achievement (SRSA) Program	83
Promoting Postbaccalaureate Opportunities for Hispanic Americans Program	82
21st Century Community Learning Centers	82
Carol White Physical Education Program (PEP)	79
School Improvement Fund	77
Improving Basic Programs Operated by Local Educational Agencies – Title I	77
English Language Acquisition State Grants (Title III State Formula Grants)	76
Neglected and Delinquent State and Local Agency Programs	75
Demonstration Grants for Indian Children/Special Projects Demonstration Grants	75
Improving Teacher Quality State Grants	74
Alaska Native Education Program	74
Grants for State Assessments	73



Information in Application Package

Information in Application Package questions were asked of Office of Postsecondary Education (OPE) program office respondents. This component's score increased by a statistically significant 3 points this year to an overall score of 87. Many of its attributes were rated significantly higher this year, including program contact and the selection criteria. The high scores across all attributes illustrate that OPE is excelling in providing clear and comprehensive information in its application packages at the aggregate level. It is important to note that several of the OPE programs sampled in 2017 had not been included in the 2016 survey.

Information in Application Package - Aggregate Scores

	2016 Scores	2017 Scores	Difference	Significant Difference
Information in Application Package	84	87	3	↑
Program Purpose	86	88	2	↑
Program Priorities	84	86	2	
Selection Criteria	83	86	3	↑
Review Process	81	83	2	↑
Budget Information and Forms	82	84	2	
Deadline for Submission	87	89	2	↑
Dollar Limit on Awards	85	87	2	
Page Limitation Instructions	86	88	2	
Formatting Instructions	84	84	0	
Program Contact	86	90	4	↑
Sample Size	1,370	1,426		

*Statistically significant difference from 2016 scores at 90 percent level of confidence.
For an explanation of significant differences in scores between years, see Appendix D.*

There are no apparent areas of major concern at the program level in terms of the Information in Application Packages. The lowest score of 83 was attributed to TRIO Talent Search, which indicates the information is generally well received. However, the other program scores, as high as 91 for the First in the World Program, indicate that even stronger performance is achievable.



Information in Application Package - Scores by Program

Program (Information in Application Package)	Score
Fund for the Improvement of Postsecondary Education, First in the World	91
Minority Science and Engineering Program	90
Developing Hispanic Serving Institutions	89
Promoting Postbaccalaureate Opportunities for Hispanic Americans Program	88
Hispanic Serving Institutions - Science, Technology, Engineering, or Mathematics and Articulation Program	86
TRIO Talent Search	83
Native American and Alaska Native Children in School Program	--
National Professional Development Program	--
Adult Education and Family Literacy to State Directors of Adult Education	--
Carl D. Perkins Career and Technical Education State Directors	--
Indirect Cost Group/Financial Improvement Operations (ICG/FIO)	--
IDEA-State Directors of Special Education (Part B)	--
IDEA-Part C Infants and Toddlers with Disabilities Program	--
Improving Teacher Quality State Grants	--
21st Century Community Learning Centers	--
Payments for Federal Property (Section 7002)	--
Payments for Federally Connected Children (Section 7003)	--
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)	--
Education for Homeless Children and Youths 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	--
Rural Education Achievement Program (REAP)-Rural and Low Income School (RLIS) Program	--
Rural Education Achievement Program (REAP)-Small, Rural School Achievement (SRSA) Program	--
Alaska Native Education Program	--
Innovative Approaches to Literacy	--
Demonstration Grants for Indian Children/Special Projects Demonstration Grants	--
College Assistance Migrant Program	--
Grants for State Assessments	--
Elementary and Secondary School Counseling Program (ESSC)	--
Carol White Physical Education Program (PEP)	--

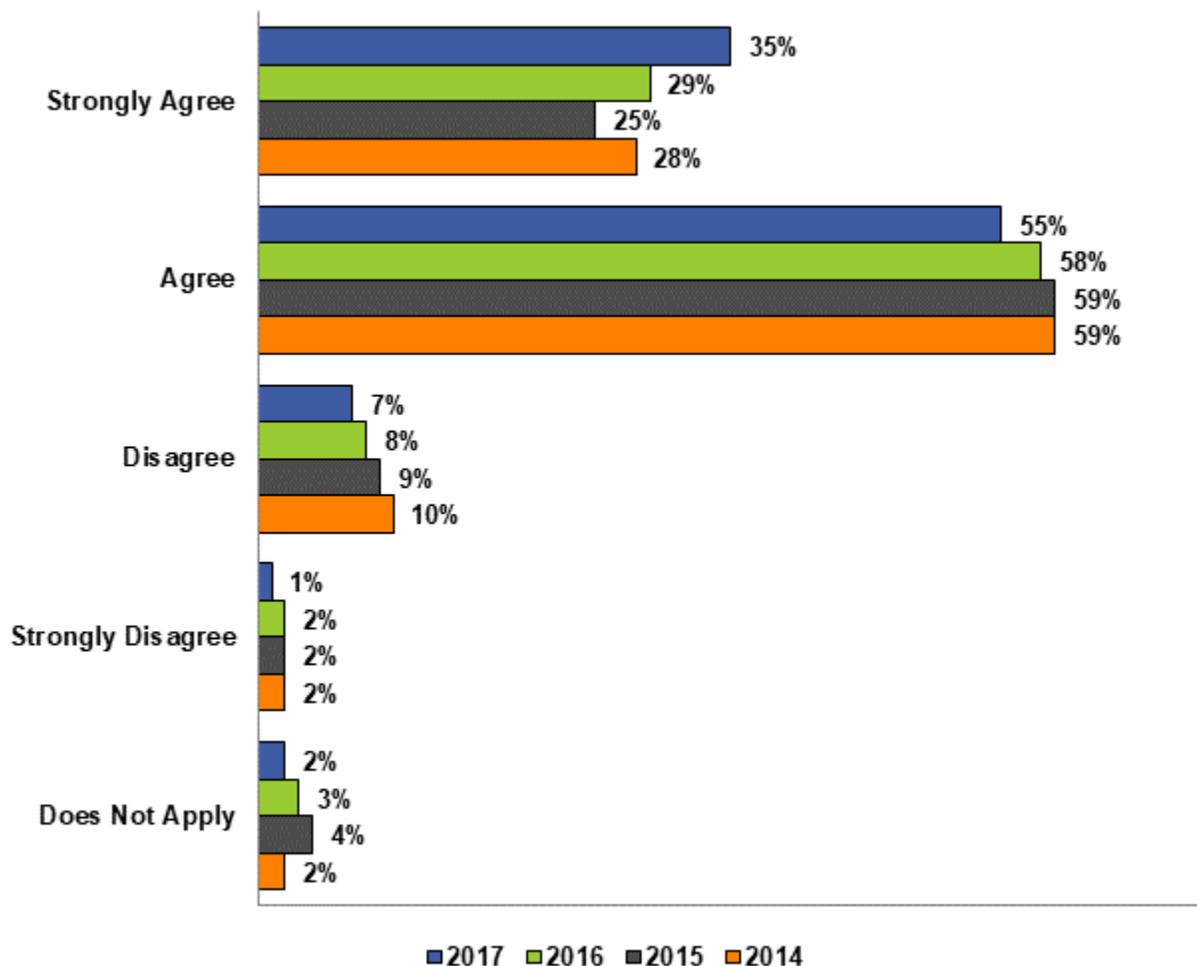
Scores are not listed for programs where the questions were not asked.



Satisfaction Benchmark

The satisfaction benchmark question, “Overall, when I think of all of the [Office’s] products and services, I am satisfied with their quality,” was again included in this year’s survey. Respondents rate their satisfaction with their program office’s products and services on a four-point scale. This year, 90% responded ‘Agree’ or ‘Strongly Agree’, which is a three-percentage point increase from last year. This includes a six-percentage point increase in the proportion of respondents who strongly agreed with the statement. 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 2017, 7% percent disagreed and just 1% strongly disagreed.

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



Complaints

In the 2017 survey results, less than one percent of respondents reported they formally complained to the Department within the past six months. Just 7 respondents out of 1,426 completed surveys said they had complained.



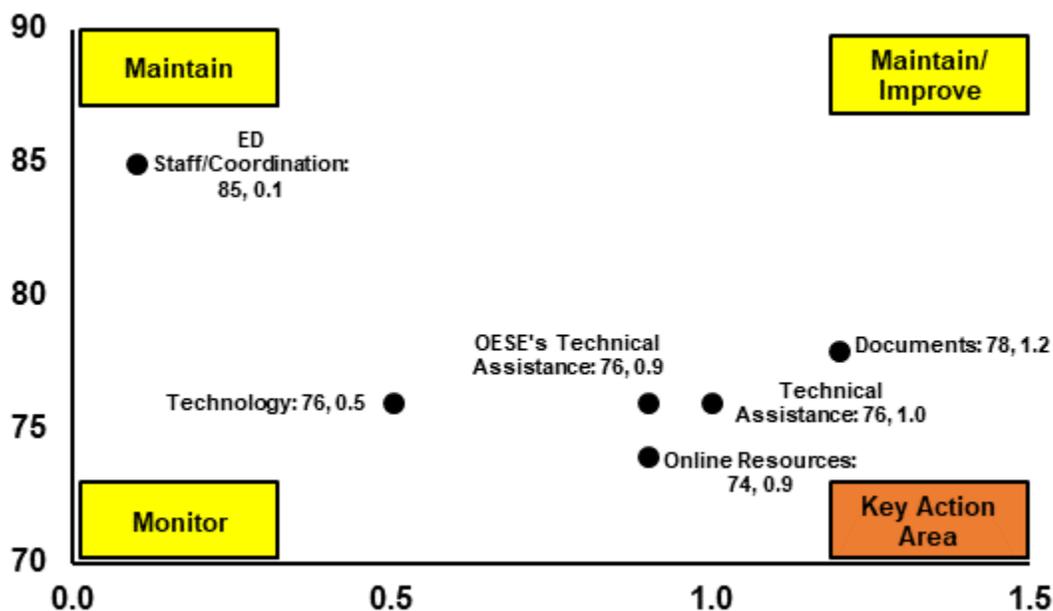
Chapter III

Summary and Recommendations

For the second consecutive year, the aggregate satisfaction rating among all grantee programs measured increased by two points. The 2017 rating is 73 on a scale from 0 to 100. 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 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, Technical Assistance and Online Resources all approach the Key Action Areas quadrant, illustrating that these areas represent the areas where improvement efforts are expected to have the greatest impact on driving satisfaction even higher.



Key Action Areas

By virtue of its impact on satisfaction and relatively lower score, Online Resources can be considered a priority for improvement efforts at the aggregate level. Performance in this area has improved in each of the last three survey measurements. Additional increases may be possible through a continued effort to streamline the navigation of the websites and reducing “clutter” on homepages or other frequently visited pages. Where not already implemented, look to create mobile-optimized online resources to cater to the growing trend of online activity through mobile channels.

Technical Assistance, which measures the quality of the assistance provided by State Departments of Education, has a relatively high impact on satisfaction and can be considered an action area among the applicable programs.

OESE Technical Assistance also appears in the Key Action Areas quadrant of the chart. This area experienced a significant improvement in each of its two attributes in 2017. Recent practices should be maintained going forward given these positive results.

Documents was once again the component with the highest degree of influence on satisfaction and should continue to be a focal point to preserve its strong performance. Several programs may find it difficult to increase their Documents score in a substantial way given the already high ratings, but incremental gains can be had by ensuring that documentation to grantees is complete and detailed but in a clear manner.

Monitor

The Technology aspect of the model falls within the “Monitor” quadrant. While this component does not have the same influence on satisfaction as the aforementioned areas at the aggregate level, programs are still encouraged to look for ways to enhance the quality of the technology as a vehicle delivering services to grantees. Grantees continue to provide low ratings for their expectations that the use of technology in reporting accountability will reduce the amount of federal paperwork processed over the next few years.

Maintain

With a very high score of 85, additional significant gains in the ED Staff/Coordination component are unlikely. Current policies and procedures surrounding the ED staff interactions and coordination should be maintained as this area remains a strength of the overall experiences of grantees. However, it is very important to note that staff responsiveness and program knowledge are fundamental to grantee satisfaction. For programs with lower satisfaction ratings, the ED Staff/Coordination component should be examined as responsiveness is likely to be a key area where improvement opportunities exist.



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 had a decline in satisfaction in each of the past two years of the study. This year's overall score of 66 is down from a high score of 90 in 2015. In looking for the specific areas that are contributing to the lower satisfaction score, the Technical Assistance provided toward implementing reform and raising awareness of key issues has experienced a significant rating decline in 2017. Additionally, the comprehensiveness of the program's documentation in addressing the scope of common issues seems to be an area that grantees feel there is a need for improvement. The open-ended feedback supports this notion with multiple references to the need for more training on administering grants, especially for new grantees. Overall, the services provided to grantees of the Native American and Alaska Native Children in School Program are meeting their needs. Though a focused effort to keep grantees informed of relevant initiatives within OELA or the Department of Education, including training opportunities, can be expected to boost grantee satisfaction higher.

National Professional Development Program

Satisfaction among National Professional Development Program grantees fell seven points to a 2017 rating of 71, due in large part to a decrease in the Online Resources and Technical Assistance components. Grantees rated the ease of finding materials online and the ease of navigating online resources substantially lower this year. The G5 website was called out by several grantees in the open-ended comments as not being intuitive, creating the need to frequently reach out to an OELA staff member for assistance. Program leaders can look to enhance the usability of the G5 site by making it clear how reports are to be submitted and keeping all fundamental elements of the site easy to find. It is also important to conduct webinars at their scheduled date and time. Webinars can be a great source of information and a means of keeping up-to-date on current events but frustration can arise if they are consistently rescheduled or not made interactive, giving grantees the ability to ask questions that receive a prompt reply. A highlight of the results for this program involves the interactions grantees have with their office's leadership personnel. Ratings in this area are very strong, including a near perfect score of 97 for the collaboration with other ED programs in providing relevant services.

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

Adult Education and Family Literacy to the State Directors of Adult Education

Satisfaction among the Adult Education and Family Literacy program grantees was stable in 2017, with an overall rating of 72. Most of the components that make up the grantee experience were also stable this year, with the largest change coming in the area of Documents, where a three-point improvement brings this area's rating to 80. Specifically, the comprehensiveness in addressing the scope of issues faced improved considerably, up six points from last year's measurement. Within the program-specific set of questions asked, grantees rated the effectiveness of using state peer reviewers in the federal monitoring process 11 points lower, though its score of 81 is still positive. Finally, the open-ended feedback provided by grantees contains several mentions of the need to focus on the implementation of WIOA and to provide timely updates to ensure grantees are aware of their obligations. The prevalence of these comments makes this a clear area for focus in the coming year. A full review of the open-ended feedback in the appendix of this report is encouraged to gain additional insight as to what grantees are saying in regards to WIOA implementation needs.



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

Satisfaction increased five points to 77 among Carl D. Perkins Career & Technical Education Program grantees, four points higher than the aggregate satisfaction rating of all programs measured as a whole. While the component scores that make up the grantee experience were stable, there were specific attributes that experienced notable score changes from the previous measurement. There was a 12-point improvement in the effectiveness of the federal monitoring process helping improve program quality. Personal communications were given the highest rating in terms of being the most effective channel for helping improve the administration, implementation and accountability systems of Perkins grants. However, the New State Director's Orientation saw the greatest increase in its effectiveness rating from last year, improving 12 points. Areas of focus for continuing to improve the satisfaction of Perkins grantees include keeping the content of online resources fresh and ensuring that the legal guidance provided by program leadership is sufficient. Generally speaking, the services and support provided to Perkins grantees is well received and the open-ended comments reflect the respondents' gratitude. Program personnel should work to maintain their high level of service while looking to implement new procedures to address some of the relatively lower scoring attributes mentioned above and in the full set of quantitative results found in Appendix B of this report.

Office of Chief Financial Officer (OCFO)

Indirect Cost Group/Financial Improvement Operations (ICG/FIO)

The Indirect Cost Group/Financial Improvement Operations program improved their satisfaction score by six points to 69. This is the highest satisfaction rating for this program over the course of the study, and has been improved in 2017 due in large part to improvements in the Technology-related components and a notable gain in the performance of the Documents provided. The documentation is seen as more relevant, comprehensive and clear compared to a year ago. This is especially important given the relatively high degree of influence this component has on satisfaction. Practices put into place since the previous survey administration should be continued and additional area of improvement can be sought out to yield additional incremental gains in this impactful area. The Technical Assistance component increased 14 points this year as there has been a notable improvement in the technical assistance provided in helping build state capacity to implement education reforms and increase the level of knowledge surround key education reform issues. Additionally, the interactions and coordination with program leadership has improved in 2017, with large rating increases for the consistency of responses and overall responsiveness to questions. The positive momentum experienced by the ICG/FIO can be built upon by offering additional training opportunities and making sure all grantees have direct access to a representative so that questions can be answered in a timely manner.

Office of Postsecondary Education (OPE)

Developing Hispanic Serving Institutions

Satisfaction among Developing Hispanic Serving Institutions grantees improved five points to a 2017 rating of 78. This very strong score speaks to the success of the policies and procedures put into place since the previous survey measurement in 2016. Notable gains were had in the ED Staff/Coordination and Online Resources components, where scores increased six and four points, respectively. The interactions with program leadership are especially strong, with most related attributes in this area rated in the 90s. These exceptional scores leave little room for improvement, making the focus here on maintaining the current levels of responsiveness and collaboration with grantees. The navigation and ease of finding information on the program's website improved this year. Continuing to keep the website content current and intuitive for its users can be expected to keep these scores stable or perhaps lead to incremental gains over time. Custom questions, asked only of Developing Hispanic Serving Institutions grantees, reveal that the technical assistance provided by the HSI division is very well received, with ratings ranging from 88 to 92 for elements such as responsiveness, the ability to resolve issues, and the use of clear communication. Finally, over half (55%) of HSI respondents categorized the quality of service they receive from the program staff as "excellent," while another 33% said it was "very good."



Promoting Postbaccalaureate Opportunities for Hispanic Americans Program

The 2017 study marks the first time grantees of the Promoting Postbaccalaureate Opportunities for Hispanic Americans Program were included in the *Grantee Satisfaction Survey*. Their satisfaction score of 76 is three points higher than the aggregate rating of all programs. While just 17 individuals responded to the survey, the consistent high marks given across the various components measured provides reliable evidence that the needs of this programs grantees are being met. In the area of ED Staff/Coordination, program leadership is rated especially high for their knowledge of relevant legislation, regulations, policies and procedures. In looking for ways to improve the interactions with program leadership, the greatest opportunity for improvement seems to be in the responsiveness and consistency of information provided, where scores are in the mid- to upper-70s. The open-ended feedback provided by respondents suggests that more interaction with the program directors would be beneficial. The respondent commentary is generally very complimentary of the program and the services it provides, with several mentions of how the program assist students in attaining their degree.

Minority Science and Engineering Program

Satisfaction among Minority Science and Engineering Program grantees in 2017 is very strong with a rating of 83. Driven by positive component scores throughout the survey results, this program is clearly meeting the needs of its grantees and serves as a model for others in identifying best practices that lead to high levels of satisfaction. Particular highlights in the data include a rating of 90 for the Information in Application Packet. The specific characteristics of the information, such as clearly stating the program purpose, priorities and instructions for completion of the application, are all rated very favorably. The support received by program leadership is another highlight, evidenced by the score of 87 for ED Staff/Coordination. The consistency of the responses and collaboration with other ED programs were both rated in the mid-90s. The custom questions asked of these grantees also provided very favorable ratings of the Program Officer performance. The overall rating of the Project Directors Meeting was the only area that scored below 80 and could be examined for ways to make the meeting more valuable to its attendees. Open-ended feedback is generally very complimentary of the program but does include a few instances of grantees asking for more prompt replies or additional training in areas such as the completion of Performance Reports.

Hispanic Serving Institutions – Science, Technology, Engineering, or Mathematics and Articulation Program

The grantees of Hispanic Serving Institutions – Science, Technology, Engineering, or Mathematics and Articulation Program rated their satisfaction at 72. The HSI – STEM performance is especially strong in the area of ED Staff/Coordination, where its overall component score of 83 is highlighted by ratings in the upper-80s for program leadership’s knowledge of legislation, regulations, policies and procedures as well as their accuracy of responses. Custom questions asked of these specific grantees show that the support provided by the HSI Division is well received, with scores ranging from 79 for responsiveness and timely resolution of issues to 84 for the use of clear communication. The open-ended feedback given by HSI – STEM grantees should be reviewed as the comments cover a variety of topics and suggestions for future improvements. Website usability enhancements and improved consistency of responses were mentioned by multiple grantees as areas where focused improvement efforts would be beneficial.

TRIO Talent Search

TRIO Talent Search grantees rated their satisfaction with the program at 68 in this year’s study, five points below the aggregate rating of all programs included in the survey. The Information in Application Package was given an overall rating of 83, as was the ED Staff/Coordination component. In the case of the latter, program leadership was rated particularly well for their knowledge of relevant legislation, regulations, policies and procedures. The consistency of responses presents a potential area for improvement, as this attribute was rated lower relative to the other attributes related to the interactions with senior program leadership. The Technical Assistance provided and the Online Resources made available to grantees present additional areas of opportunity toward improving satisfaction. A focused effort on keeping the content of the program website current and the ability to find frequently sought information can be expected to increase the Online Resources component score and ultimately, overall satisfaction as well. The open-ended feedback regarding TRIO Talent Search includes several mentions



of the need to provide more timely responses to questions or budget approvals. Grantees also commented on what many perceive to be burdensome formatting requirements and the feeling that this can detract from focusing on the content and substance of an application or report.

Fund for the Improvement of Postsecondary Education/First in the World

This year marks the first time grantees of the Fund for the Improvement of Postsecondary Education/First in the World program were surveyed. Their collective satisfaction rating of 74 is one point higher than the aggregate satisfaction score of all programs included in the 2017 measurement. The Information in Application Package was rated very high at 91, indicating current practices related to the application packages should be maintained at this time. The Technical Assistance and ED Staff/Coordination components also received high scores in the 80s, turning the attention of improvement efforts towards Online Resources which, relative to the other components, has a lower score of 75. Specifically, program leaders can look to enhance the ease for grantees to find materials online by reducing any “clutter” on the program website. The homepage and other frequented areas of the site should have a clean look that makes navigation easy and intuitive. The open-ended feedback left by this program’s grantees includes mentions of appreciating director’s meetings and a desire to receive timely responses to questions that are raised during these interactions. While the application package information was rated very high, there were a few mentions of desiring more detailed instructions in some areas of the grant applications. The full set of qualitative feedback can be reviewed within Appendix C of this report for additional insights direct from the program grantees.

Office of Special Education Programs (OSEP)

IDEA – Part B Grants to States Program

State Directors of Special Education rated satisfaction with the program at 69 in 2017, three points higher than last year’s measurement. The increase in satisfaction comes with improved ratings for ED Staff/Coordination (87, +3), Online Resources (66,+1) and Technology (70,+2). A closer look at the specific attributes that constitute these component scores shows that there may be an opportunity to improve the Online Resources available to grantees through a focused effort on making information on the website easier to find. Website navigation is often improved by reducing any “clutter” on homepages or other frequently visited areas of the site. When asked which resources are accessed most often in supporting efforts to implement practices, directors replied that personal interactions with peers are OSEP-funded TA partners were used most often. Department of Education-funded TA providers and books are used less often than the other resources. The open-ended feedback collected provides evidence that the Dear Colleague letters and monthly calls are seen by many as the most effective resources in helping the directors meet federal requirements and continually improve overall program quality.

IDEA – Part C Infants and Toddlers with Disabilities Program

Satisfaction among Lead Agency Early Intervention Coordinators fell two points to a 2017 rating of 69. The biggest component score decline was observed in the area of ED Staff/Coordination, where the rating dropped three points to 85 this year. While still a very strong score, this decrease is a likely contributor to the slightly lower level of satisfaction. The sufficiency of legal guidance was the relatively lowest rated attribute of the program leadership interaction and could be examined going forward, looking for ways to ensure that directors receive comprehensive and clear guidance. In addition to the quality of the information received from program leadership, timely responses are imperative in keeping satisfaction high. The responsiveness attribute was rated an 83 this year, which shows that grantees’ expectations are generally being met. However, this score is four points lower than in the 2016 measurement and should be monitored to safeguard against any further decline in response time. When complete answers cannot be provided promptly, make sure that contacts are reaching out to acknowledge the question or comment has been received and that a full answer or explanation is forthcoming. Dear Colleague letters are cited as a helpful resource to grantees in the open-ended feedback. The monthly phone calls can also be helpful but some would like a more interactive forum as opposed to “scripted” conversations.



Office of Elementary and Secondary Education (OESE)

Improving Teacher Quality State Grants

Satisfaction of the Improving Teacher Quality State Grants program among its grantees gained three points for a 2017 rating of 64, which is now 14 points above its rating of 50 in the 2015 measurement. This substantial increase comes as a result of sustained improvement across a number of the key components that make up the overall experience of program grantees. The Online Resources provided are a highlight of the survey results, as its score of 70 represents a seven-point improvement from a year ago. Grantees have clearly noticed an improvement in the ease of submitting information to the Department of Education and the overall ability to accomplish tasks online. Continued improvement in this area is possible through improving the ease of navigation, making sure that the resources used most often are made prominent on the site, without pages that contain an abundance of lesser used links, buttons and text. The ED Staff/Coordination rating, which measures the interactions grantees have with program leadership, was flat at 74 in 2017. This lags behind the aggregate rating of all programs combined by 11 points. Future improvements in this area can be achieved by prioritizing prompt responses to grantee questions or comments. The responsiveness rating of 69 is toward the lower end of the spectrum when compared to other programs and the need for more timely responses is mentioned throughout the open-ended comments as an area in need of improvement.

21st Century Community Learning Centers

21st Century Community Learning Centers satisfaction increased eight points to 67 this year and is now 13 points higher than its 2015 measurement. All of the key components measured in the survey increased their score for this program in 2017, including double-digit gains in ED Staff/Coordination and Online Resources. The interactions with program leadership have clearly improved over the last year, as responsiveness, consistency and accuracy ratings have all increased considerably. All attributes related to the website were rated higher this year, led by a 13-point increase in the ease of submitting information to the Department of Education. The open-ended feedback collected from this program's grantees includes several mentions of appreciation for the quick and thorough responses from program officers. An open line of communication with program officers is fundamental to providing grantees with the support and resources needed to implement a beneficial and efficient grant. Having a knowledgeable and helpful individual to provide guidance when questions arise can elevate the performance ratings across the full spectrum of components that affect overall satisfaction. Elsewhere in the custom open-ended feedback section of the survey, many grantees indicated training sessions that cover topics related to ESSA guidance and requirements, especially when changes occur, would be most helpful in providing additional state support.

Payments for Federal Property (Section 7002)

Satisfaction among grantees of the Payments for Federal Property program was rated a 76 – three points higher than the aggregate score among all programs included in this year's measurement. Interactions with program leadership are positive, as evidenced by the score of 84 for ED Staff/Coordination. A review of the specific attributes of this area reveals that program leadership receives a relatively lower score for its responsiveness. Ensuring that grantees have an open line of communication where timely responses are consistently given is important in equipping them with the knowledge and support needed to successfully implement the grant. Grantees of this program also provided strong scores for its Online Resources, with an overall rating of 78. The attribute scores in the upper-70s to low-80s suggest that no largescale changes are needed toward improving the website's navigation or look and feel at this time. The custom questions asked of this program's grantees show that the Impact Aid staff is performing very well in the areas of responding to questions promptly, providing application support and possessing a strong knowledge of relevant technical material.

Payments for Federally Connected Children (Section 7003)

Grantees of the Payments for Federally Connected Children program rated their satisfaction at 74, three points higher than last year's measurement. The support received from program leadership continues to improve as the ED Staff/Coordination rating increased another six points this year to 85. This score is now 14 points higher than the 2015 measurement. The Online Resources available to grantees was also



rated very positively, with an overall rating of 78. The navigation of the website and ease of submitting information are largely meeting the needs of the site's users and substantial gains in these areas may be difficult to achieve. The Documents component, which has been shown to have a considerable effect on overall grantee satisfaction, improves three points to 78. The documentation provided by this program has substantially enhanced the clarity, organization, sufficiency of detail, relevance and comprehensiveness of the documentation over the past couple of years. The open-ended feedback provided by this program's grantees includes several mentions of working with responsive personnel who are willing to work with individuals to answer questions or resolve issues. A focused effort to continue to provide this personalized level of support will foster positive working relationships that promote high levels of satisfaction.

High School Equivalency Program (HEP) – Migrant Education

The High School Equivalency Program continues to be among the mostly highly rated programs measured, with a 2017 satisfaction score of 82. The ED Staff/Coordination component, which measures the interactions with program leadership, was rated an 89. While this score is very high, it has fallen four points from its 2015 score of 93. A continued focus on the delivering prompt responses that demonstrate a firm grasp of relevant regulations and policies will help maintain this very high score or even send the performance evaluation back into the 90s, where it had been in each of the previous two survey administrations. The area with the highest impact on satisfaction, Documents, was largely stable this year, with just a single point decline to 84. OESE's Technical Assistance fell six points to 78 and presents an area for focused improvement efforts as it is now the lowest rated component for High School Equivalency Program's grantees. The custom question section asked of this program's respondents reveals that the subject matter experts are viewed as very useful, as evidenced by their score of 85.

Project Prevent

Project Prevent grantees rated their satisfaction with the program at 84, which is 11 points higher than the aggregate satisfaction rating of all programs measured this year. All components that are included in the survey were given exceptional ratings, led by ED Staff/Coordination with a score of 95. OESE's Technical Assistance received a score of 92, well above the OESE aggregate score of 76. The exemplary scores throughout the survey results speak to the high level of service and support Project Prevent grantees receive. Without any apparent problematic areas within the quantitative findings of the survey results, the open-ended feedback can be reviewed to examine what specific practices are leading to positive outcomes and to identify any areas of opportunity. Some grantees mentioned the guidance received can be difficult to understand. Many others expressed their appreciation of program officers' responsiveness and helpfulness in finding personalized solutions when questions arise. Project Prevent leadership should continue current practices in servicing their grantees and communicate the positive survey results to all who play a role in the success of the program.

Indian Education Formula Grants to Local Education Agencies & National Activities

The satisfaction score for Indian Education Formula Grants to Local Education Agencies & National Activities continues its consistent run with its fourth consecutive rating of 80. This strong score is accompanied by all component scores in the 80s, led by the rating of 87 for ED Staff/Coordination and OESE's Technical Assistance. The custom questions asked of this program's grantees, which measures elements such as the ease of using the EASIE system and the quality of the webinars, also shows very positive results with scores in the upper-80s and low-90s. The directive for this program's leaders should be to maintain current policies and procedures that are leading to such high levels of satisfaction, while looking for any areas to achieve further incremental improvements. The open-ended feedback provided by respondents can be examined to identify specific suggestions for improvement. Some grantees mention that additional webinar offerings would be beneficial, while many others simply ask that the current level of availability at OIE to speak with someone for assistance be maintained.



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

Grantee satisfaction of the Migrant Education Program increased three points to a score of 75 this year and is now 11 points higher than its 2015 measurement. Grantees rated all components of their overall experience higher, but the largest increase came in the area of Online Resources, where the 2016 score of 61 jumped 14 points to 75 in this year's measurement. All attributes related to the website have improved dramatically, including the ease of navigation and the freshness of its content. ED Staff/Coordination, which measures interactions between grantees and program leadership, was rated an 87, with exceptional ratings for the leadership's knowledge, accuracy and consistency of responses. The open-ended feedback collected from the Migrant Education Program's grantees includes many comments that speak to the exemplary support OME provides. Having accessible staff available where personalized support is given keeps grantees confident in their abilities to implement successful grants that are administered within regulations and make effective to those ultimately being served. Program leadership and all others providing support to this program's grantees should be commended for their high level of service to validate the work they are doing.

Education for Homeless Children and Youth – McKinney-Vento

The satisfaction among grantees of the Education for Homeless Children and Youth program rebounded from last year's five-point decline, improving 10 points to a score of 83 in this year's study. This impressive score is 10 points higher than the aggregate satisfaction rating of all programs measured in the 2017 survey. The ED Staff/Coordination (93), Technical Assistance (92) and Documents (89) components all received very high ratings and can be considered areas to simply maintain current policies and procedures. There may be more of an opportunity to increase overall satisfaction by focusing improvement efforts on the programs Online Resources (76) and Technology (78). While these areas' scores are positive, they are lower relative to the other components measured, making them targets for improvement. Within the Online Resources component, the ease of navigation and ability to find materials online present the greatest opportunity for improvement, with scores in the 70s. It should be noted, however, that substantial gains have been made in these specific areas since last year, indicating the efforts that have been put in place to improve the website's usability have been well received by its users. The Technology score could be improved by demonstrating that its use is successfully reducing the amount of Federal paperwork. The open-ended feedback left by grantees is generally very positive and includes several mentions of the importance of providing timely and clear responses when questions arise.

School Improvement Fund

Satisfaction among School Improvement Fund respondents increased two points to a rating of 62. The interactions with program leadership are generally positive as evidenced by the ED Staff/Coordination score of 77. Documents, the area with the greatest degree of influence on satisfaction, also rates well with a score of 73. There is a greater opportunity to improve satisfaction through a focused effort on enhancing the Online Resources available to grantees. This area was rated a 59, with the lowest attribute scores coming for the ease of navigation and the ability to find materials online. The custom question section of the survey asks respondents to evaluate the support provided by OSS staff and performance monitoring. Grantees rated the effectiveness of the performance monitoring helping states assess how well goals are being accomplished a 55. This relatively low score indicates there is an opportunity to improve the communication to states, keeping them informed of the progress being made in achieving the program's goals. The open-ended feedback from this program's grantees includes mentions of needing more state-specific guidance, rather than relying on procedural examples used in states much different in their demographic or economic disposition.

Improving Basic Programs Operated by Local Educational Agencies - Title I

Satisfaction for Title I respondents rebounded eight points for a rating of 66 this year. The increased satisfaction came as a result of stronger performance in a number of areas, including ED Staff/Coordination, Technical Assistance and the Documents component. Interactions with program leadership were much improved in the leadership's knowledge and accuracy of responses, its consistency and collaboration with other ED programs or offices. The Technical Assistance provided has done a better job this past year in making grantees aware of key issues and has provided a higher quality



of implementation for this program. The documentation and correspondence to grantees, a key driver of satisfaction, has improved in all areas. The biggest gains for this component have come in its improved relevance and comprehensiveness in addressing the scope of issues grantees face. Continued commitment in making all communication applicable to grantees and easy to understand will help individuals successfully implement their grant and drive overall satisfaction higher. There is still an opportunity to enhance the Online Resources made available to grantees. This component was rated a 68, with its lowest individual attribute scores coming for the ease of finding materials online and navigating the website. A focused effort on improving the website's usability and user-friendliness can be expected to increase the performance rating of this component and ultimately drive overall satisfaction higher.

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

Satisfaction among English Language Acquisition State Grants respondents increased two points to 57 this year. This score is six points below the aggregate rating of all programs included in the 2017 measurement. The ED Staff/Coordination component experienced a five-point gain and is rated a 76, with the highest rated attribute being the senior leadership's knowledge of relevant legislation, regulations, policies and procedures. Other substantial gains were observed for the sufficiency of legal guidance and the collaboration with other ED programs or offices. While the interactions with program leadership have improved for this program's grantees, ratings for the Technical Assistance provided and Documents have fallen. In the case of the documentation sent to grantees, it experienced declines across all of its specific attributes, including its clarity, organization and comprehensiveness. The open-ended feedback provided by this program's grantees includes mentions of wanting more focused attention on the issues specific to Title III. Some grantees feel that much of the information and attention paid is directed at the Title I agenda, resulting in a scarcity of resources devoted to Title III concerns. Ensure that proactive correspondence is sent to Title III grantees that gives targeted guidance on successfully implementing their grants.

Neglected and Delinquent State and Local Agency Programs

Grantees of the Neglected and Delinquent State and Local Agency Programs rated their satisfaction at 60. This program's satisfaction rating has fallen consistently since the 2012 when its overall score was 76. This trend can be reversed through a focused effort on improving the attention and support provided by senior leadership as well as enhanced correspondence provided to grantees. The ED Staff/Coordination component, measuring interactions with program leadership, has followed a similar downward trend over the past several years with satisfaction. Its lowest attribute scores include leadership's responsiveness to questions, the sufficiency of legal guidance and overall response accuracy. The open-ended feedback contains several instances of grantees asking for increased responsiveness and interaction with Department of Education staff. The Documents component, which has a relatively high degree of influence on satisfaction, fell six points to a score of 66 this year. There is a need to make the correspondence and other material provided to grantees applicable to the Title I, Part D program and comprehensive in addressing current issues and topics of interest. The 2017 ratings in this area indicate grantees do not find the documents very useful in assisting them with implementing their grant.

School Climate Transformation Grants

State Department of Education

SCTG State Department of Education program's satisfaction increased four points in 2017 to a score of 78. This favorable level of satisfaction is accompanied by high ratings of ED Staff/Coordination (92), Technical Assistance (89) and Document (87), among others. The interactions grantees have with program leadership have improved from their already high levels in 2016, most notably in the sufficiency of legal guidance, consistency of responses and the collaboration with other ED programs. In looking for opportunities to improve the service provided to grantees, look to make the access to the G5 website easier, as there are a couple of mentions within the open-ended feedback that speak to difficulty in accessing the data system.



Local Education Agency

Satisfaction among SCTG Local Education Agency respondents increased three points to 87 this year. This impressive satisfaction score is 14 points above the aggregate rating of all programs included in the 2017 measurement. Its highest component score is ED Staff/Coordination, which received a near perfect rating of 96. The interactions with senior program leadership are clearly productive, efficient and sufficient for grantees at this time. All other components have extremely high score as well, evidence of a very well run program that gives grantees the knowledge and support needed to successfully implement their grant. There are many mentions within the open-ended feedback of very positive experience working with the program officer, who answers questions in a timely and informed manner. Looking ahead to the next fiscal year, the command to program staff should be to continue with the excellent work being done that has led to such high satisfaction among this program's grantees.

Rural Education Achievement Program (REAP)

Rural and Low Income School (RLIS) Program

Satisfaction of the REAP – Rural and Low Income School Program was unchanged compared to last year with a score of 64 in 2017. While this program only had six grantees complete a survey, the results are still useful to analyze for general information as to where the grantee experience is most positive and where opportunities for improvement exist. One of the highlights of the 2017 results is the continued excellence among senior leadership providing knowledgeable and accurate responses to grantees as well as a high level of positive collaboration with other ED programs or offices. The Documents component, which has been shown to have a high degree of influence on satisfaction was rated a 65 and can be considered an area of priority in focusing improvement efforts. Ensure that the correspondence provided to grantees is clear and well organized, and that the information is relevant to the RLIS program specifically.

Small, Rural School Achievement (SRSA) Program

REAP – Small, Rural School Achievement Program satisfaction rose three points this year to a score of 72. The ED Staff/Coordination component, measuring interactions with program leadership, remains the highest rated area with a score of 83. Online Resources appear to present the greatest opportunity for improvement. This area was rated a 64, a nine-point drop from last year's survey. The biggest specific attribute decline came in the ease of submitting information the Department of Education via the web. The open-ended feedback collected shows that several grantees have experienced confusion in trying to submit grant applications online. Look to enhance the overall usability of the website and present grantees with clear step-by-step application submission instructions. Also included in the open-ended feedback were suggestions that webinars be conducted strategically around times when applications open up or when program updates occur that require procedural changes or reporting requirements.

Alaska Native Education Program

The satisfaction among grantees of the Alaska Native Education Program was rated a 64 this year, three points lower than its last measurement in 2015. The component scores for this program range from 74 for ED Staff/Coordination down to 66 for OESE's Technical Assistance. In the case of the former, there is an opportunity for improvement in providing more timely responses to grantees when questions arise. Having an open line of communication with knowledgeable program staff is a critical element in promoting high scores throughout the areas measured by the survey, including overall satisfaction itself. The open-ended feedback provided by grantees speaks to the importance of receive timely replies. For some, the responsiveness has been very positive and has led to a high level of satisfaction with the program. For others, long delays in responses or approvals has led to frustration and caused a backlog in work to be done. There is an appetite among many for more face-to-face interactions with directors. The webinars conducted can be valuable but periodic in-person meetings are desired to build relationships and receive more tailored support, specific to an individual's area/situation. Finally, look to provide grantees with clear instructions for using the G5 website. Several grantees voiced their confusion with the cumbersome elements of the site, including multi-step procedures for uploading a PDF, character count limitations and overall difficulty in site navigation. To the extent possible, look to make the reporting system more streamlined and intuitive for users or at a minimum, provide very clear step-by-step instructions for common tasks carried out within G5.



Innovative Approaches to Literacy

Grantee satisfaction of the Innovative Approaches to Literacy program was rated an 85 – the second highest satisfaction score of all programs measured in 2017. The initial IAL measurement indicates senior program leadership interactions with grantees are exceptional, with an ED Staff/Coordination score of 97. A review of the other component scores indicates there are no apparent weaknesses in the IAL grantee experience. The open-ended feedback from grantees was also overwhelmingly positive, with several mentions of how helpful the proactive check-ins and reminders have been. In looking of ways to make some incremental gains in satisfaction, consider a review of the G5 website and how instructions of its use can be made more clear to grantees. Some commented that the system is difficult to navigate or cumbersome when logging in. Overall, the services and support of this program to grantees are at a very high level and act as a model for others. Program staff should be commended for their fine work, with these survey results acting as validation of the commitment all those involved have to the success of the program in its effort to help students.

Demonstration Grants for Indian Children/Special Projects Demonstration Grants

The satisfaction among grantees of the Demonstration Grants for Indian Children/Special Projects Demonstration Grants was rated a 68 in its initial measurement this year. This score is five points below the aggregate rating of all programs measured in 2017. Within its highest component score, ED Staff/Coordination, program leadership was rated highest for its consistency of responses and overall program knowledge. Improvements in this area could be attained by increasing the responsiveness of staff, keeping grantees from waiting for an answer to their questions. Online Resources was rated a 68 and appears to present opportunities for improvement by enhancing the website's ease of navigation and ease of submitting information online. These attributes had relatively lower scores and could be improved by streamlining the process of common online tasks or, at a minimum, including detailed step-by-step instructions to eliminate confusion on the part of grantees trying to use the website. The open-ended feedback from grantees is largely complimentary of the program staff. For those offering suggestions for future improvements, many speak of a greater sense of engagement that allows grantees to receive tailored advice and one-on-one coaching where plans can be devised toward successfully implementing their grants.

College Assistance Migrant Program

Satisfaction among College Assistance Migrant Program grantees was rated a 79 in its initial measurement – six points higher than the aggregate rating of all programs surveyed in 2017. The interactions program leadership have with grantees is a particular strength, as the ED Staff/Coordination component received a score of 89, including especially high ratings for the accuracy of responses, sufficiency of legal guidance and overall program knowledge. The Online Resources provided to grantees received a rating of 77, a high score but relatively lower when compared to the other areas measured by the survey. Improvement efforts here could be directed at enhancing the navigation of the website and making it easier to find materials online. To the extent possible, offer training on the G5 data system for grantees who are interested. By providing a forum where questions can be asked and answered, grantees can gain a better understanding of the site and become more comfortable with carrying out online tasks. The hepcampmeetings.com and hepcamp toolkit.org websites were specifically called out in the open-ended feedback as being out-of-date and confusing to navigate. Overall, the services and support provided to CAMP grantees is very positive and the overarching directive to staff should be to continue the great work being done while continually looking for ways to make the success of the program even greater.

Grants for State Assessments

Satisfaction among respondents of the Grants for State Assessments program was rated a 63 in its initial measurement, 13 points below the aggregate rating of all programs measured this year. Its highest rated component was ED Staff/Coordination, with a score of 73. Program leadership was rated highest for its accuracy of responses, but lower for its responsiveness. Timely responses are fundamental to promoting high grantee satisfaction and is a starting point for providing grantees with the knowledge and confidence they need to implement a successful grant. The Online Resources component was rated a 64 and seems to offer an opportunity for improvement in its ease of navigation and ability to find materials online. In the



open-ended feedback provided by grantees there are multiple references to wanting additional Peer Review guidance and support. If not already in place, consider offering webinars to address common issues or questions related to the Peer Review process. The webinars currently being conducted are largely well received and offer a forum to grantees where they can gain a better understanding of a topic of interest. Ensure that during or immediately following a webinar, grantees are able to ask questions so that specific situations that are encountered can be dealt with on an individual basis.

Elementary and Secondary School Counseling Program

Satisfaction among Elementary and Secondary School Counseling Program grantees was rated a 77, which is four points higher than the aggregate rating of all programs measured in the 2017 study. All components measured were given favorable scores, ranging from 76 for Online Resources to 88 for ED Staff/Coordination. In the case of the Online Resources, the freshness of content received the highest attribute score of 81, while the ease of submitting information to the Department of Education was the lowest rated, with a score of 72. Ensure that grantees are aware of how to navigate the reporting systems and submit all necessary documentation. The G5 helpdesk is cited by some as being helpful when questions arise but if grantees are shown proactively how to navigate the online tools, this will reduce confusion and the need to reach out for technical assistance. Within the custom question section of the survey, this program's grantees were asked to rate the importance of site visits from their Federal Project Officer. With a score of 44, there does not appear to be any largescale strong desire for site visits to observe grant activities and monitor progress. Overall, grantees are satisfied with the support and services they receive toward implementing their grant. A continued focus on providing timely responses with tailored guidance for grantees will help maintain the positive results of this year's survey.

Carol White Physical Education Program

Grantees of the Carol White Physical Education Program rated satisfaction a 71, two points below the aggregate rating of all programs included in this year's measurement. The highest rated components for this program are OESE's Technical Assistance and Documents, each with scores of 86. Current policies and procedures in these areas should be maintained as additional improvements are unlikely given the already very strong performance. The interactions with program leadership are very positive overall, but there is an opportunity for improvement in the timeliness of responses. Having an open line of communication with program officers is an important factor in keeping grantees informed and confident in implementing their grant. When questions are answered promptly by knowledgeable staff, many facets of the overall experience are enhanced, leading to increased grantee satisfaction. Within the custom question section of the survey, this program's grantees were asked to rate the importance of site visits from their Federal Project Officer. With a score of 38, there does not appear to be any largescale strong desire for site visits to observe grant activities and monitor progress. The open-ended feedback provided by grantees is largely positive, with several references to helpful program officers who care about the success of the program. Going forward, look to continue this dedicate service, with a commitment to providing ample resources to grantees so that responses to questions are prompt and complete.



Contact Information

FEDERAL CONSULTING GROUP

Jessica Reed
Director

Rafael Williams
Contracting Officer's Representative

ACSI: Delivered By
CFI GROUP
625 Avis Drive
Ann Arbor, MI 48108
734.930.9090 (tel)
734.930.0911 (fax)
www.cfigroup.com

UNITED KINGDOM - London
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