U.S. Department of Education

# Office of the Chief Financial Officer

## Fiscal Year 2018 Grantee Satisfaction Survey

## Final Report
## October 2018

*This page intentionally left blank*

# TABLE OF CONTENTS

Chapter I ..... 2
Introduction and Methodology ..... 2
Segment Choice ..... 2
Data Collection ..... 2
Response Rates by Program ..... 3
Questionnaire and Reporting ..... 4
Chapter II ..... 5
Survey Results ..... 5
Customer Satisfaction (ACSI) ..... 5
Customer Satisfaction Model ..... 8
Drivers of Customer Satisfaction ..... 10
Satisfaction Benchmark ..... 26
Chapter III ..... 27
Summary and Recommendations ..... 27
Results by Program ..... 30
Contact Information ..... 42
Chapter IV ..... 43
Appendix A: Questionnaire ..... 43
Appendix B: Attribute and Non-Scored Responses ..... 96
Appendix C: Verbatim Responses by Program ..... 211
Appendix D: Explanation of Significant Difference Scores ..... 604

# Chapter I

## Introduction and Methodology

This report is produced by the Federal Consulting Group (FCG) and CFI Group using the methodology of the American Customer Satisfaction Index (ACSI). The ACSI is the national indicator of customer evaluations of the quality of goods and services available to U.S. residents. It is the only uniform, cross-industry/government measure of customer satisfaction. Since 1994, the ACSI has measured satisfaction and its causes and effects for seven economic sectors, 41 industries, more than 200 private sector companies, two types of local government services, the U.S. Postal Service, and the Internal Revenue Service. ACSI has measured more than 100 programs of federal government agencies since 1999. This allows benchmarking between the public and private sectors and provides information unique to each agency on how activities that interface with the public affect the satisfaction of customers. The effects of satisfaction are estimated, in turn, on specific objectives, such as public trust.

### Segment Choice

A total of 34 programs participated in the FY 2018 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 34 participating programs provided a list of grantees to be contacted for the survey. Data collection took place from June 25 to August 24, 2018 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 1,462 valid responses were collected for a response rate of 49 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) | 200 | 59 | 30% | 72 |
| Developing Hispanic Serving Institutions | 200 | 109 | 55% | 72 |
| Upward Bound | 200 | 102 | 51% | 68 |
| Payments for Federal Property (Section 7002) | 200 | 48 | 24% | 77 |
| Payments for Federally Connected Children (Section 7003) | 200 | 49 | 25% | 75 |
| Indian Education Formula Grants | 200 | 56 | 28% | 74 |
| Small, Rural School Achievement Program (SRSA) | 200 | 79 | 40% | 73 |
| Strengthening Institutions Program | 185 | 120 | 65% | 64 |
| National Professional Development Program | 137 | 46 | 34% | 77 |
| HSI-STEM | 97 | 51 | 53% | 67 |
| Indian Demonstration Grants | 81 | 32 | 40% | 70 |
| School Climate Transformation Grants (LEA) | 72 | 59 | 82% | 90 |
| IDEA-State Directors of Special Education (Part B) | 60 | 32 | 53% | 75 |
| Adult Education and Family Literacy to State Directors of Adult Education | 57 | 42 | 74% | 75 |
| Student Support and Academic Enrichment | 57 | 31 | 54% | 56 |
| IDEA-Part C Infants and Toddlers with Disabilities Program | 55 | 31 | 56% | 72 |
| 21st Century Community Learning Centers | 55 | 37 | 67% | 68 |
| Education for Homeless Children and Youth program | 55 | 32 | 58% | 80 |
| Carl D. Perkins Career and Technical Education State Directors | 54 | 30 | 56% | 79 |
| College Assistance Migrant Program | 53 | 41 | 77% | 85 |
| Improving Teacher Quality State Grants | 52 | 28 | 54% | 58 |
| English Language Acquisition (Title III, Part A) | 52 | 24 | 46% | 68 |
| Neglected and Delinquent Program | 52 | 36 | 69% | 65 |
| Grants for State Assessments | 52 | 32 | 62% | 66 |
| Rural and Low Income School Program (RLIS) | 50 | 25 | 50% | 67 |
| High School Equivalency Program (HEP) – Migrant Education | 49 | 37 | 76% | 80 |
| Alaska Native Education Program | 49 | 28 | 57% | 75 |
| Migrant Education Program | 45 | 32 | 71% | 79 |
| Javits Gifted and Talented Students Education Program | 36 | 23 | 64% | 72 |
| Innovative Approaches to Literacy | 27 | 19 | 70% | 87 |
| Project Prevent | 22 | 22 | 100% | 82 |
| Centers for International Business Education | 17 | 17 | 100% | 84 |
| Striving Readers Comprehensive Literacy Program | 15 | 11 | 73% | 82 |
| School Climate Transformation Grants (SEA) | 12 | 10 | 83% | 79 |
| **Overall** | **2,948** | **1,430** | **49%** | |

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

| Program | Invites | Valid Completes | Response Rate | CSI |
|---|---|---|---|---|
| Title I, Part A (Including Educator Equity Plans) | 52 | 23 | 44% | 57* |
| Native American and Alaska Native Children in School Program | 18 | 9 | 50% | 89* |
| **Overall** | **70** | **32** | **46%** | |

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 2018, a few changes were made to this core set of questions. The revisions that were made centered around the G5 Grants Management System, with a series of questions now asked to rate the system and its Helpdesk.

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

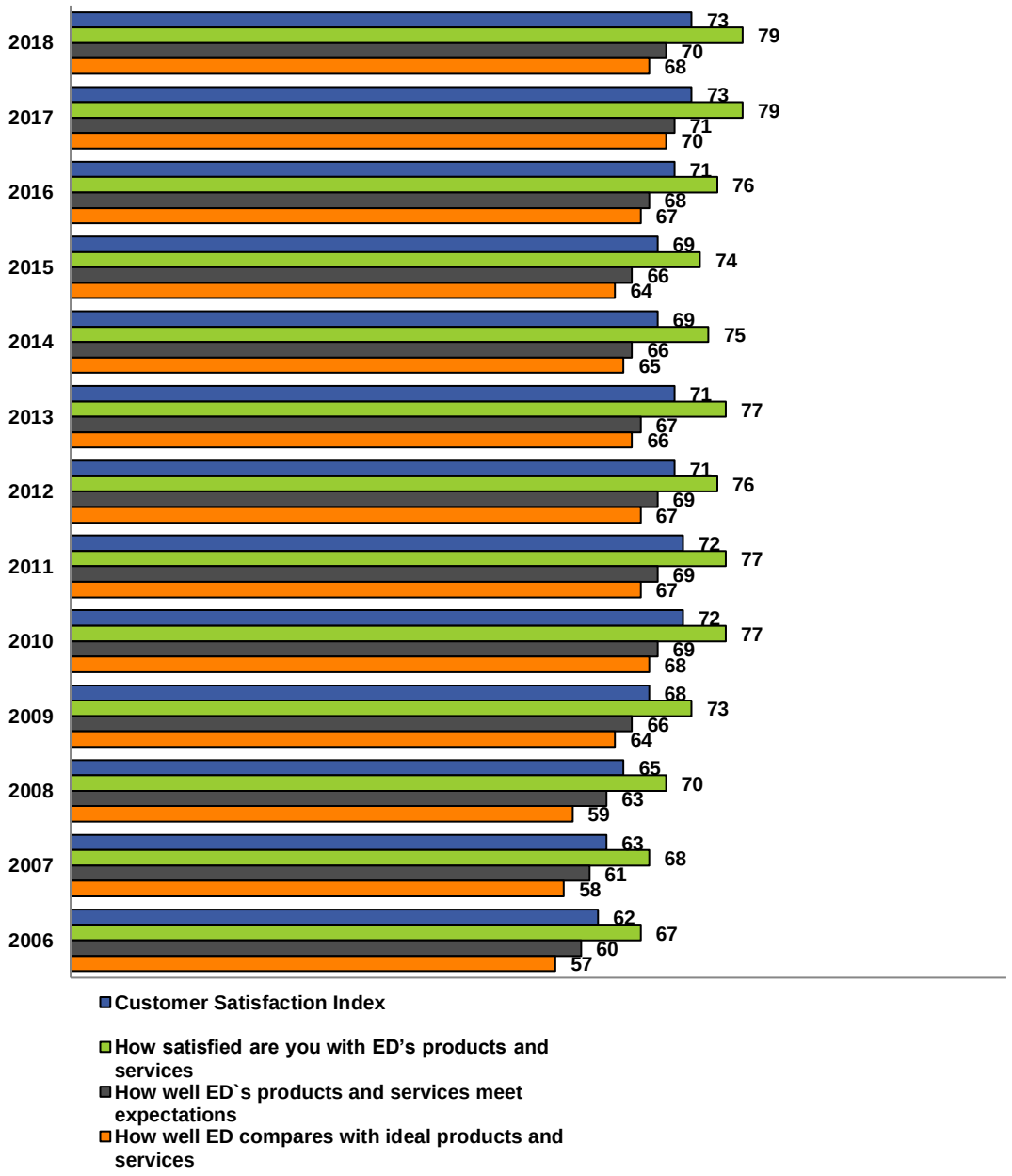
### Customer Satisfaction (ACSI)

**The Customer Satisfaction Index (CSI)** is a weighted average of three questions: Q59, Q60 and Q61, 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 (Q59); satisfaction compared to expectations (Q60); and satisfaction compared to an 'ideal' organization (Q61).

**The 2018 Customer Satisfaction Index (CSI) for the Department of Education grantees is 73, unchanged from the record setting level of satisfaction achieved in 2017.**

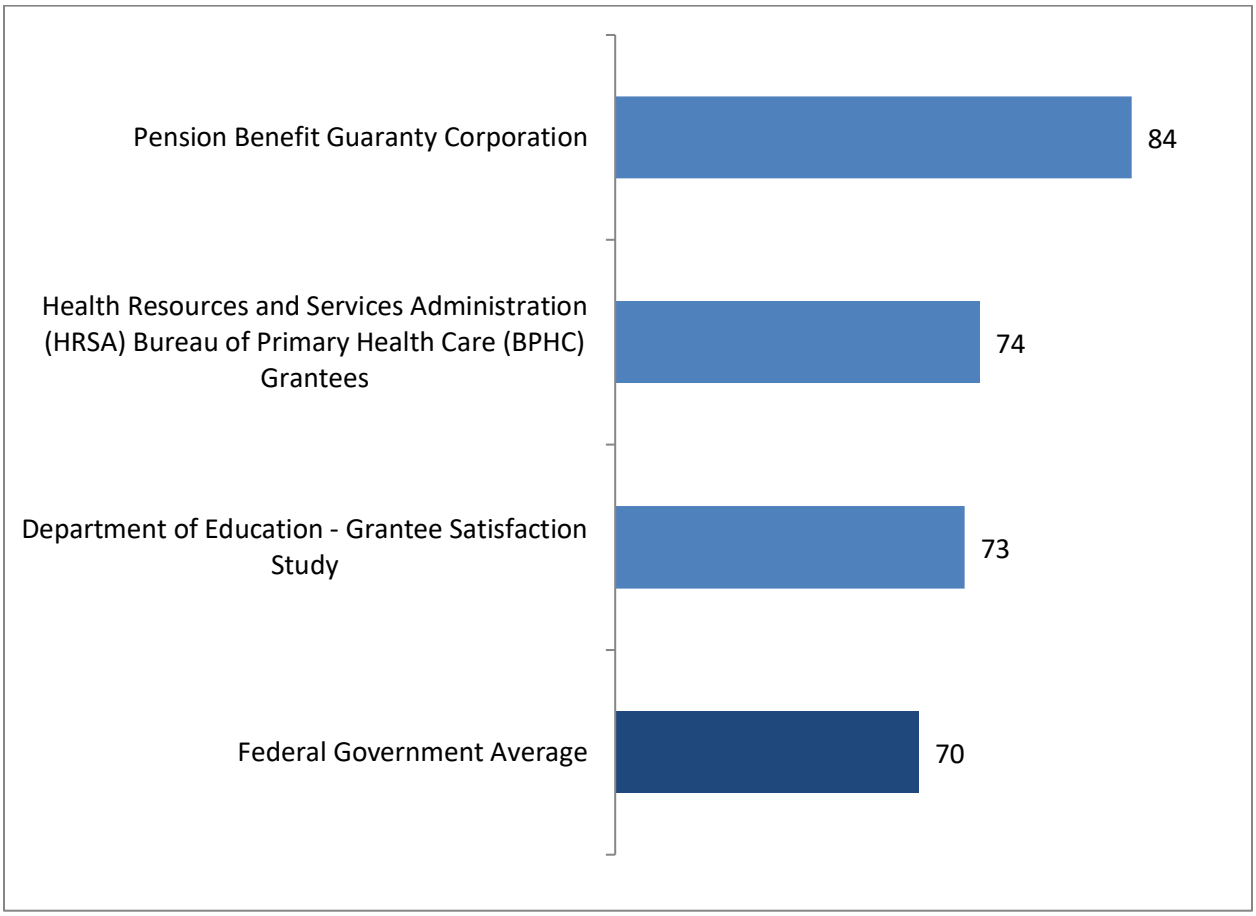
***Customer Satisfaction Index***

***2006 – 2018***

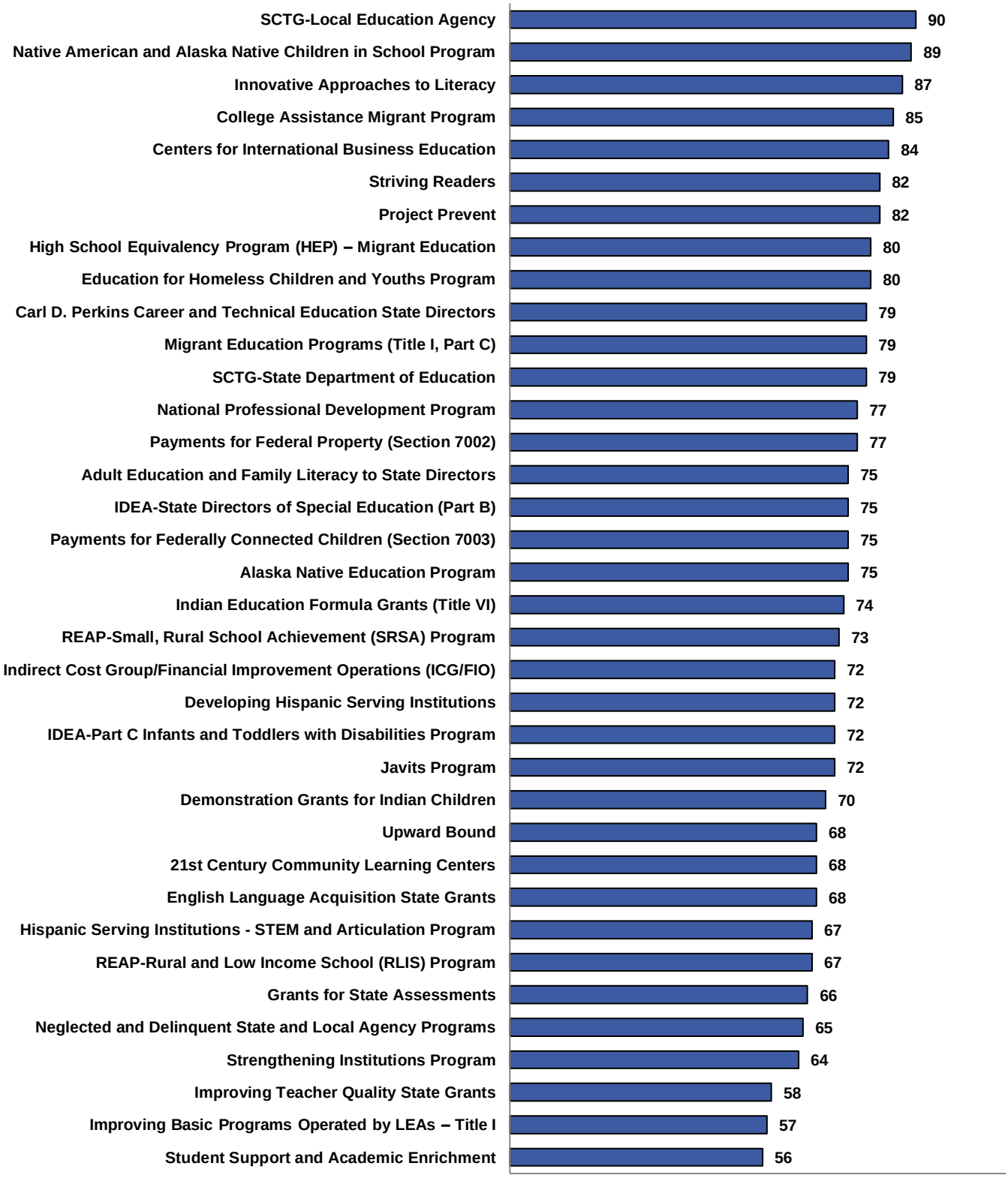


The chart below compares the satisfaction score of the Department with satisfaction scores from other federal grant awarding agencies recently measured and the most recent annual overall federal government average, measured in 2017. The Department continues to compare favorably to available benchmarks however, due to improvement across the federal government the gap between the ASCI federal government benchmark and the Department score is now 3 points versus the 5-point gap reported last year.

***Satisfaction Benchmarks***



***Customer Satisfaction Index - Scores by Program***

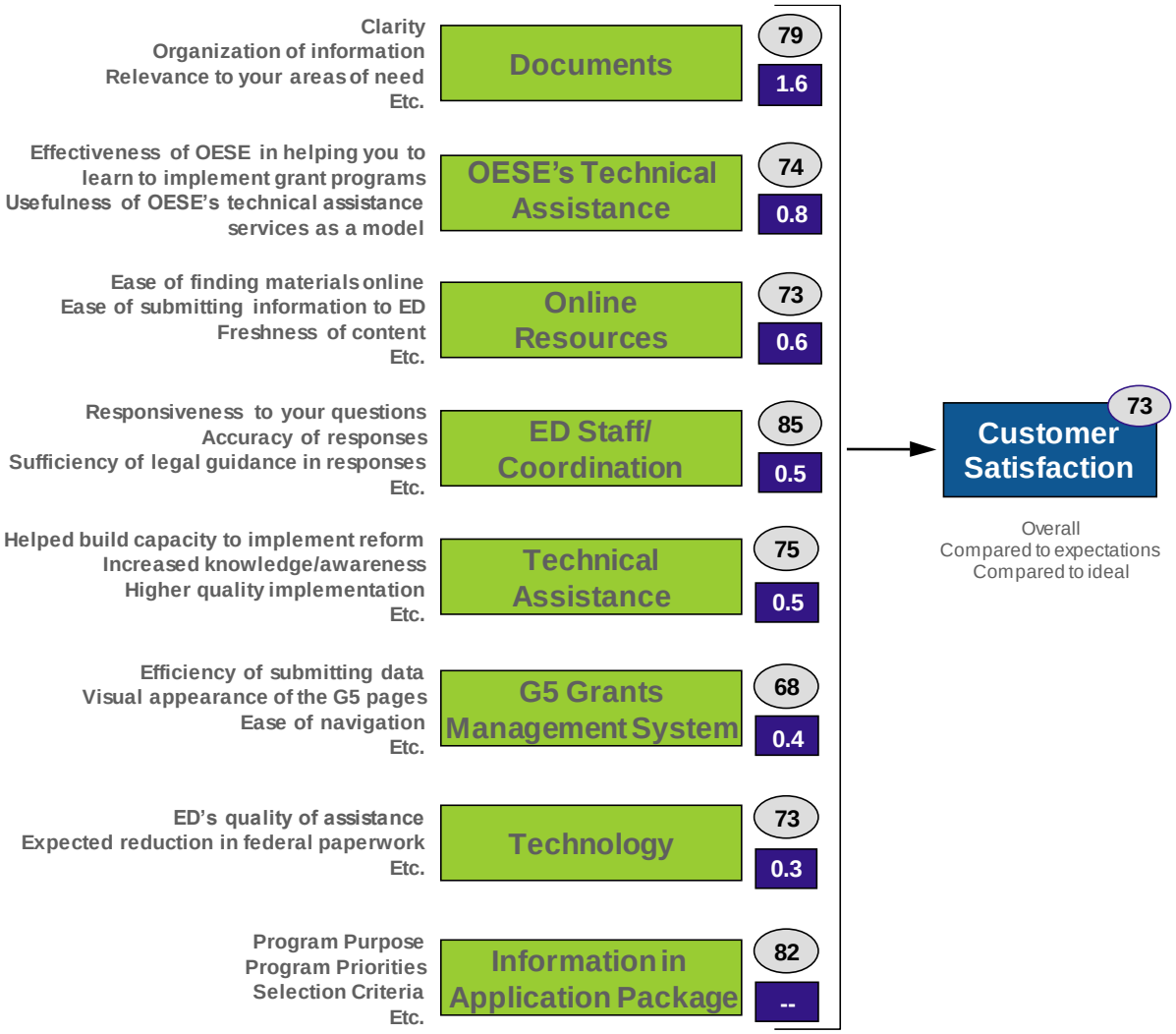


## Customer Satisfaction Model

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.

***2018 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 (79 to 84), the Customer Satisfaction Index would increase by the amount of its impact, 1.6 points, (from 73 to 74.6). *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 1.6*

For the second year in a row, the Documents component score improved 1 point placing the 2018 score at 79. This year the only attribute score that changed was sufficiency of detail to meet your program needs which improved from 77 to 78.

This component remains the most impactful driver of satisfaction with the grantee-program office relationship and performance has improved in each of the past three years. Feedback from grantees indicates that the programs continue to publish documents that communicate well and meet the needs of customers. Continuing to prioritize this important aspect of the relationship with grantees will help further improve the CSI score.

***Documents - Aggregate Scores***

| | 2017 Scores | 2018 Scores | Difference | Significant Difference |
|---|---|---|---|---|
| **Documents** | **78** | **79** | **1** | |
| Clarity | 78 | 78 | 0 | |
| Organization of information | 80 | 80 | 0 | |
| Sufficiency of detail to meet your program needs | 77 | 78 | 1 | |
| Relevance to your areas of need | 80 | 80 | 0 | |
| Comprehensiveness in addressing the scope of issues that you face | 77 | 77 | 0 | |
| **Sample Size** | **1,016** | **967** | | |

*Asterisks indicate a statistically significant difference from 2017 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 64 for the Improving Basic Programs Operated by Local Educational Agencies – Title I program, to 91, for both the School Climate Transformation Grants-Local Education Agency and the Innovative Approaches to Literacy programs.

This wide range of scores confirms that some programs are achieving high levels of success in terms of satisfying their customers while others have varying degrees of room for improvement. Leveraging the successes of those with the highest CSI scores and sharing best practices with those in need of assistance may serve, over time, to level out the relatively large disparity in satisfaction.

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 this section of the questionnaire does not apply to Office of Postsecondary Education respondents.

***Documents - Scores by Program***

| Program (Documents) | Score |
|---|---|
| School Climate Transformation Grants-Local Education Agency | 91 |
| Innovative Approaches to Literacy | 91 |
| Striving Readers | 88 |
| Migrant Education Programs (Title I, Part C) | 88 |
| Project Prevent | 85 |
| Native American and Alaska Native Children in School Program | 84 |
| High School Equivalency Program (HEP) – Migrant Education | 84 |
| Adult Education and Family Literacy to State Directors of Adult Education | 83 |
| Carl D. Perkins Career and Technical Education State Directors | 83 |
| Education for Homeless Children and Youths Program | 83 |
| School Climate Transformation Grants-State Department of Education | 83 |
| College Assistance Migrant Program | 83 |
| Payments for Federal Property (Section 7002) | 82 |
| National Professional Development Program | 81 |
| Alaska Native Education Program | 81 |
| Payments for Federally Connected Children (Section 7003) | 79 |
| IDEA-State Directors of Special Education (Part B) | 78 |
| Indian Education Formula Grants (Title VI) | 78 |
| Javits Program | 78 |
| REAP-Small, Rural School Achievement (SRSA) Program | 77 |
| Grants for State Assessments | 76 |
| IDEA-Part C Infants and Toddlers with Disabilities Program | 75 |
| Indirect Cost Group/Financial Improvement Operations (ICG/FIO) | 74 |
| REAP-Rural and Low Income School (RLIS) Program | 74 |
| 21st Century Community Learning Centers | 73 |
| Neglected and Delinquent State and Local Agency Programs | 72 |
| Improving Teacher Quality State Grants | 70 |
| English Language Acquisition State Grants (Title III State Formula Grants) | 69 |
| Demonstration Grants for Indian Children/Special Projects Demonstration Grants | 68 |
| Student Support and Academic Enrichment | 64 |
| Improving Basic Programs Operated by Local Educational Agencies – Title I | 64 |
| Developing Hispanic Serving Institutions | -- |
| Centers for International Business Education | -- |
| Strengthening Institutions Program | -- |
| Hispanic Serving Institutions - STEM and Articulation Program | -- |
| Upward Bound | -- |

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

## Technical Assistance – Building State Capacity to Implement Education Reforms

*Impact 0.5*

Performance in Technical Assistance remained stable at 75, just one point below the 2017 rating. All technical assistance attributes measured remain stable as well with only one (Department Staff – Helped build capacity to implement reform) score declining, down three points to 73.

***Technical Assistance - Aggregate Scores***

| | 2017 Scores | 2018 Scores | Difference | Significant Difference |
|---|---|---|---|---|
| **Technical Assistance** | **76** | **75** | **-1** | |
| Department Staff - Helped build capacity to implement reform | 76 | 73 | -3 | |
| Department-Funded Tech Assistance Providers - Helped build capacity to implement | 76 | 76 | 0 | |
| Increased knowledge/awareness regarding key issues | 77 | 78 | 1 | |
| Higher quality implementation of this program | 78 | 78 | 0 | |
| State was able to develop, improve, or support promising practices | 76 | 76 | 0 | |
| **Sample Size** | **432** | **460** | | |

*Asterisks indicate a statistically significant difference from 2017 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 Student Support and Academic Enrichment (66), while the highest rating was given by grantees of the Centers for International Business Education (95).

***Technical Assistance - Scores by Program***

| Program (Technical Assistance) | Score |
|---|---|
| Centers for International Business Education | 95 |
| School Climate Transformation Grants-State Department of Education | 88 |
| Indirect Cost Group/Financial Improvement Operations (ICG/FIO) | 85 |
| Migrant Education Programs (Title I, Part C) | 83 |
| Education for Homeless Children and Youths Program | 83 |
| 21st Century Community Learning Centers | 80 |
| Adult Education and Family Literacy to State Directors of Adult Education | 78 |
| Developing Hispanic Serving Institutions | 78 |
| Striving Readers | 77 |
| Neglected and Delinquent State and Local Agency Programs | 75 |
| Strengthening Institutions Program | 74 |
| Upward Bound | 73 |
| Improving Teacher Quality State Grants | 73 |
| Hispanic Serving Institutions - STEM and Articulation Program | 72 |
| Native American and Alaska Native Children in School Program | 71 |
| English Language Acquisition State Grants (Title III State Formula Grants) | 71 |
| Grants for State Assessments | 70 |
| Carl D. Perkins Career and Technical Education State Directors | 69 |
| REAP-Rural and Low Income School (RLIS) Program | 69 |
| Improving Basic Programs Operated by Local Educational Agencies – Title I | 67 |
| Student Support and Academic Enrichment | 66 |
| National Professional Development Program | -- |
| 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 (Title VI) | -- |
| School Climate Transformation Grants-Local Education Agency | -- |
| 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 | -- |
| Javits Program | -- |

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

## OESE Technical Assistance

*Impact 0.8*

The OESE technical assistance driver applies only to the programs within the Office of Elementary and Secondary Education (OESE) program office that participate in the survey. Among this group, OESE Technical Assistance has a high impact on satisfaction (0.8). For 2018, the performance score for this component declined slightly, down two points to 74. Among the two attributes measured for this component, the score for one was unchanged compared to last year (effectiveness of OESE in helping you learn to implement grant programs) and the other declined a significant four points (usefulness of OESE's technical assistance services as a model ).

***OESE Technical Assistance - Aggregate Scores***

| | 2017 Scores | 2018 Scores | Difference | Significant Difference |
|---|---|---|---|---|
| **OESE's Technical Assistance** | **76** | **74** | **-2** | |
| Effectiveness of OESE in helping you learn to implement grant programs | 78 | 78 | 0 | |
| Usefulness of OESE`s technical assistance services as a model | 73 | 69 | -4 | ↓ |
| **Sample Size** | **712** | **550** | | |

*Asterisks indicate a statistically significant difference from 2017 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 61 to 94. Demonstration Grants for Indian Children/Special Projects Demonstration Grants scores the lowest in 2018 while Innovative Approaches to Literacy, newly included in the study last year, remains the highest scoring program.

***OESE Technical Assistance - Scores by Program***

| Program (OESE Technical Assistance) | Score |
|---|---|
| Innovative Approaches to Literacy | 94 |
| School Climate Transformation Grants-Local Education Agency | 91 |
| College Assistance Migrant Program | 85 |
| Striving Readers | 82 |
| High School Equivalency Program (HEP) – Migrant Education | 82 |
| School Climate Transformation Grants-State Department of Education | 79 |
| Project Prevent | 78 |
| Indian Education Formula Grants (Title VI) | 78 |
| Alaska Native Education Program | 76 |
| Migrant Education Programs (Title I, Part C) | 75 |
| 21st Century Community Learning Centers | 74 |
| REAP-Small, Rural School Achievement (SRSA) Program | 74 |
| Education for Homeless Children and Youths Program | 73 |
| Grants for State Assessments | 71 |
| Neglected and Delinquent State and Local Agency Programs | 70 |
| Javits Program | 69 |
| English Language Acquisition State Grants (Title III State Formula Grants) | 67 |
| REAP-Rural and Low Income School (RLIS) Program | 67 |
| Improving Teacher Quality State Grants | 64 |
| Improving Basic Programs Operated by Local Educational Agencies – Title I | 63 |
| Student Support and Academic Enrichment | 62 |
| Demonstration Grants for Indian Children/Special Projects Demonstration Grants | 61 |
| 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 | -- |
| Centers for International Business Education | -- |
| Strengthening Institutions Program | -- |
| Hispanic Serving Institutions - STEM and Articulation Program | -- |
| Upward Bound | -- |
| 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) | -- |

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

## Online Resources

*Impact 0.6*

After three years of incremental improvement, the score for Online Resources declined by one point to 73. This decline is a result of significant declines for three of six attributes related to the online resources – ease of submitting information to ED via the web (-2, 75), freshness of content (-2, 73), and ability to accomplish what you want on the site (-2, 73).

***Online Resources - Aggregate Scores***

| | 2017 Scores | 2018 Scores | Difference | Significant Difference |
|---|---|---|---|---|
| **Online Resources** | **74** | **73** | **-1** | |
| Ease of finding materials online | 73 | 72 | -1 | |
| Ease of submitting information to ED via the web | 77 | 75 | -2 | ↓ |
| Freshness of content | 75 | 73 | -2 | ↓ |
| Ability to accomplish what you want on the site | 75 | 73 | -2 | ↓ |
| Ease of reading the site | 75 | 74 | -1 | |
| Ease of navigation | 73 | 73 | 0 | |
| **Sample Size** | **1,385** | **1,429** | | |

*Asterisks indicate a statistically significant difference from 2017 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D.*

This year, the range of Online Resources scores widen with a range from 54 for Improving Basic Programs Operated by Local Educational Agencies – Title I to 90 for School Climate Transformation Grants-Local Education Agency.

***Online Resources - Scores by Program***

| Program (Online Resources) | Score |
|---|---|
| School Climate Transformation Grants-Local Education Agency | 90 |
| Innovative Approaches to Literacy | 89 |
| Striving Readers | 86 |
| School Climate Transformation Grants-State Department of Education | 86 |
| Native American and Alaska Native Children in School Program | 84 |
| Centers for International Business Education | 84 |
| College Assistance Migrant Program | 84 |
| Carl D. Perkins Career and Technical Education State Directors | 83 |
| Education for Homeless Children and Youths Program | 83 |
| Migrant Education Programs (Title I, Part C) | 82 |
| Payments for Federal Property (Section 7002) | 81 |
| Project Prevent | 81 |
| Indian Education Formula Grants (Title VI) | 79 |
| National Professional Development Program | 77 |
| High School Equivalency Program (HEP) – Migrant Education | 77 |
| Adult Education and Family Literacy to State Directors of Adult Education | 75 |
| Payments for Federally Connected Children (Section 7003) | 75 |
| 21st Century Community Learning Centers | 74 |
| IDEA-State Directors of Special Education (Part B) | 73 |
| REAP-Small, Rural School Achievement (SRSA) Program | 73 |
| Javits Program | 72 |
| Indirect Cost Group/Financial Improvement Operations (ICG/FIO) | 71 |
| Upward Bound | 71 |
| Developing Hispanic Serving Institutions | 70 |
| Neglected and Delinquent State and Local Agency Programs | 70 |
| Grants for State Assessments | 70 |
| IDEA-Part C Infants and Toddlers with Disabilities Program | 69 |
| Alaska Native Education Program | 69 |
| English Language Acquisition State Grants (Title III State Formula Grants) | 68 |
| REAP-Rural and Low Income School (RLIS) Program | 67 |
| Improving Teacher Quality State Grants | 64 |
| Student Support and Academic Enrichment | 64 |
| Strengthening Institutions Program | 63 |
| Demonstration Grants for Indian Children/Special Projects Demonstration Grants | 62 |
| Hispanic Serving Institutions - STEM and Articulation Program | 58 |
| Improving Basic Programs Operated by Local Educational Agencies – Title I | 54 |

## Technology

*Impact 0.3*

The Technology component score significantly decreased in 2018, down 3 points from a year ago to 73. Driving this score lower, 2 of 4 of the technology attribute scores experienced notable decline. These include the scores for ED's effectiveness in using technology to deliver its services and effectiveness of automated process in improving state/LEA reporting.

***Technology - Aggregate Scores***

| | 2017 Scores | 2018 Scores | Difference | Significant Difference |
|---|---|---|---|---|
| **Technology** | **76** | **73** | **-3** | ↓ |
| ED's effectiveness in using technology to deliver its services | 78 | 76 | -2 | ↓ |
| ED`s quality of assistance | 81 | 79 | -2 | |
| Effectiveness of automated process in improving state/LEA reporting | 77 | 74 | -3 | ↓ |
| Expected reduction in federal paperwork | 67 | 66 | -1 | |
| **Sample Size** | **1,363** | **1,439** | | |

*Asterisks indicate a statistically significant difference from 2017 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 Strengthening Institutions Program to 89 for Native American and Alaska Native Children in School Program and School Climate Transformation Grants-Local Education Agency.

***Technology - Scores by Program***

| Program (Technology) | Score |
|---|---|
| Native American and Alaska Native Children in School Program | 89 |
| School Climate Transformation Grants-Local Education Agency | 89 |
| Striving Readers | 88 |
| Innovative Approaches to Literacy | 87 |
| Centers for International Business Education | 85 |
| College Assistance Migrant Program | 84 |
| Project Prevent | 83 |
| School Climate Transformation Grants-State Department of Education | 83 |
| Carl D. Perkins Career and Technical Education State Directors | 81 |
| Migrant Education Programs (Title I, Part C) | 81 |
| Indian Education Formula Grants (Title VI) | 80 |
| National Professional Development Program | 79 |
| IDEA-Part C Infants and Toddlers with Disabilities Program | 79 |
| Payments for Federal Property (Section 7002) | 79 |
| Adult Education and Family Literacy to State Directors of Adult Education | 78 |
| Payments for Federally Connected Children (Section 7003) | 78 |
| High School Equivalency Program (HEP) – Migrant Education | 78 |
| Grants for State Assessments | 76 |
| IDEA-State Directors of Special Education (Part B) | 75 |
| Education for Homeless Children and Youths Program | 75 |
| Indirect Cost Group/Financial Improvement Operations (ICG/FIO) | 74 |
| 21st Century Community Learning Centers | 74 |
| English Language Acquisition State Grants (Title III State Formula Grants) | 74 |
| Developing Hispanic Serving Institutions | 71 |
| Alaska Native Education Program | 71 |
| REAP-Small, Rural School Achievement (SRSA) Program | 70 |
| Improving Teacher Quality State Grants | 69 |
| Upward Bound | 68 |
| Neglected and Delinquent State and Local Agency Programs | 67 |
| Demonstration Grants for Indian Children/Special Projects Demonstration Grants | 67 |
| Javits Program | 67 |
| REAP-Rural and Low Income School (RLIS) Program | 64 |
| Hispanic Serving Institutions - STEM and Articulation Program | 63 |
| Student Support and Academic Enrichment | 62 |
| Improving Basic Programs Operated by Local Educational Agencies – Title I | 60 |
| Strengthening Institutions Program | 59 |

## ED Staff/Coordination

*Impact 0.5*

Unchanged from 2017, the score for ED Staff/Coordination remains at 85 and is once again the highest scoring driver. Overall, the scores for the attributes that comprise this driver remained stable except for sufficiency of legal guidance in responses which increased significantly to 86.

***ED Staff/Coordination - Aggregate Scores***

| | 2017 Scores | 2018 Scores | Difference | Significant Difference |
|---|---|---|---|---|
| **ED Staff/Coordination** | **85** | **85** | **0** | |
| Knowledge of relevant legislation, regulations, policies, and procedures | 87 | 88 | 1 | |
| Responsiveness to your questions | 83 | 84 | 1 | |
| Accuracy of responses | 87 | 88 | 1 | |
| Sufficiency of legal guidance in responses | 84 | 86 | 2 | ↑ |
| Consistency of responses with ED staff from different program offices | 85 | 85 | 0 | |
| Collaboration with other ED programs or offices in providing relevant services | 85 | 86 | 1 | |
| **Sample Size** | **1,335** | **1,367** | | |

*Asterisks indicate a statistically significant difference from 2017 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 range from the lowest score of 69 for Student Support and Academic Enrichment to the highest score of 97 achieved by three programs (Centers for International Business Education, Project Prevent, and Innovative Approaches to Literacy).

***ED Staff/Coordination - Scores by Program***

| Program (ED Staff/Coordination) | Score |
|---|---|
| Centers for International Business Education | 97 |
| Project Prevent | 97 |
| Innovative Approaches to Literacy | 97 |
| School Climate Transformation Grants-Local Education Agency | 96 |
| Native American and Alaska Native Children in School Program | 95 |
| National Professional Development Program | 95 |
| Carl D. Perkins Career and Technical Education State Directors | 93 |
| High School Equivalency Program (HEP) – Migrant Education | 92 |
| Migrant Education Programs (Title I, Part C) | 92 |
| School Climate Transformation Grants-State Department of Education | 92 |
| College Assistance Migrant Program | 91 |
| IDEA-State Directors of Special Education (Part B) | 90 |
| Payments for Federal Property (Section 7002) | 90 |
| Striving Readers | 90 |
| Adult Education and Family Literacy to State Directors of Adult Education | 89 |
| IDEA-Part C Infants and Toddlers with Disabilities Program | 88 |
| Education for Homeless Children and Youths Program | 88 |
| Developing Hispanic Serving Institutions | 87 |
| Hispanic Serving Institutions - STEM and Articulation Program | 85 |
| Payments for Federally Connected Children (Section 7003) | 85 |
| Indian Education Formula Grants (Title VI) | 85 |
| English Language Acquisition State Grants (Title III State Formula Grants) | 84 |
| Indirect Cost Group/Financial Improvement Operations (ICG/FIO) | 83 |
| REAP-Small, Rural School Achievement (SRSA) Program | 83 |
| Strengthening Institutions Program | 82 |
| Grants for State Assessments | 82 |
| Neglected and Delinquent State and Local Agency Programs | 81 |
| Alaska Native Education Program | 79 |
| Improving Teacher Quality State Grants | 78 |
| 21st Century Community Learning Centers | 78 |
| REAP-Rural and Low Income School (RLIS) Program | 78 |
| Javits Program | 78 |
| Upward Bound | 77 |
| Demonstration Grants for Indian Children/Special Projects Demonstration Grants | 77 |
| Improving Basic Programs Operated by Local Educational Agencies – Title I | 75 |
| Student Support and Academic Enrichment | 69 |

## G5 Grants Management System

*Impact 0.4*

Newly measured in 2018, the driver score for the G5 Grants Management System was 68. Although the impact for this driver is relatively low in comparison to the other drivers, efforts to raise performance to be more in line with the performance scores of the other drivers is recommended. Although nearly all of the G5 attributes received scores below 70, attributes related to the efficiency of submitting accountability data (64) and ease of accessing and submitting a performance report (65) received the two lowest scores. An investigation into the struggles that grantees are experiencing will be needed in order to address specific concerns and make improvements. Common themes noted in open-ended feedback in response to the question: how can the performance report (data accountability) submission in G5 be improved include: reduce limits on what can be uploaded, allow for charts, graphs and pdfs to be uploaded, extend time limits to reduce the frequency of getting inadvertently logged out, and improve print capabilities. On a positive note, feedback on the G5 helpdesk was very positive with many expressing appreciation for the help they were provided.

| | **2018 Scores** |
|---|---|
| **G5 Grants Management System** | **68** |
| Efficiency of submitting accountability data using G5 | 64 |
| Ease of finding FAQs and self-help guidance | 67 |
| Ease of accessing and submitting a performance report | 65 |
| Ease of a Field Reader accessing Technical Review Form | 70 |
| Effectiveness of G5 instructions to help you locate what you need | 69 |
| Ability to accomplish what you want on the site | 71 |
| Visual appearance of the G5 pages | 68 |
| Ease of navigation | 67 |
| **Sample Size** | **801** |

***G5 Grants Management System - Scores by Program***

| Program (G5 Grants Management System) | Score |
|---|---|
| Centers for International Business Education | 94 |
| Striving Readers | 82 |
| REAP-Rural and Low Income School (RLIS) Program | 82 |
| Payments for Federal Property (Section 7002) | 80 |
| Indirect Cost Group/Financial Improvement Operations (ICG/FIO) | 79 |
| High School Equivalency Program (HEP) – Migrant Education | 79 |
| Indian Education Formula Grants (Title VI) | 78 |
| Innovative Approaches to Literacy | 78 |
| Payments for Federally Connected Children (Section 7003) | 76 |
| Grants for State Assessments | 76 |
| School Climate Transformation Grants-Local Education Agency | 75 |
| Improving Teacher Quality State Grants | 74 |
| Native American and Alaska Native Children in School Program | 73 |
| REAP-Small, Rural School Achievement (SRSA) Program | 73 |
| Migrant Education Programs (Title I, Part C) | 72 |
| English Language Acquisition State Grants (Title III State Formula Grants) | 71 |
| Neglected and Delinquent State and Local Agency Programs | 69 |
| IDEA-State Directors of Special Education (Part B) | 68 |
| Education for Homeless Children and Youths Program | 68 |
| Improving Basic Programs Operated by Local Educational Agencies – Title I | 68 |
| College Assistance Migrant Program | 68 |
| Upward Bound | 67 |
| IDEA-Part C Infants and Toddlers with Disabilities Program | 66 |
| School Climate Transformation Grants-State Department of Education | 66 |
| Javits Program | 65 |
| Developing Hispanic Serving Institutions | 64 |
| Strengthening Institutions Program | 63 |
| Hispanic Serving Institutions - STEM and Articulation Program | 63 |
| Project Prevent | 62 |
| Alaska Native Education Program | 62 |
| 21st Century Community Learning Centers | 61 |
| Student Support and Academic Enrichment | 59 |
| National Professional Development Program | 58 |
| Demonstration Grants for Indian Children/Special Projects Demonstration Grants | 58 |
| Adult Education and Family Literacy to State Directors of Adult Education | -- |
| Carl D. Perkins Career and Technical Education State Directors | -- |

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

## Information in Application Package

Only respondents representing the Office of Postsecondary Education (OPE) program were asked about the information in the application package. This component's score significantly decreased in 2018 due to notable declines in performance for all of the related attributes. Scores for these attributes fell between 3 and 6 points.

It is important to note that three of the OPE programs sampled in 2018 had not been included in the 2017 survey.

***Information in Application Package - Aggregate Scores***

| | 2017 Scores | 2018 Scores | Difference | Significant Difference |
|---|---|---|---|---|
| **Information in Application Package** | **87** | **82** | **-5** | **↓** |
| Program Purpose | 88 | 83 | -5 | ↓ |
| Program Priorities | 86 | 83 | -3 | ↓ |
| Selection Criteria | 86 | 81 | -5 | ↓ |
| Review Process | 83 | 78 | -5 | ↓ |
| Budget Information and Forms | 84 | 79 | -5 | ↓ |
| Deadline for Submission | 89 | 86 | -3 | ↓ |
| Dollar Limit on Awards | 87 | 83 | -4 | ↓ |
| Page Limitation Instructions | 88 | 82 | -6 | ↓ |
| Formatting Instructions | 84 | 79 | -5 | ↓ |
| Program Contact | 90 | 85 | -5 | ↓ |
| **Sample Size** | **310** | **269** | | |

*Asterisks indicate a statistically significant difference from 2017 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D.*

At the program level, the ratings of the Information in the Application Packages ranged from 89 for the Centers for International Business Education program to 78 for the Upward Bound program.

***Information in Application Package - Scores by Program***

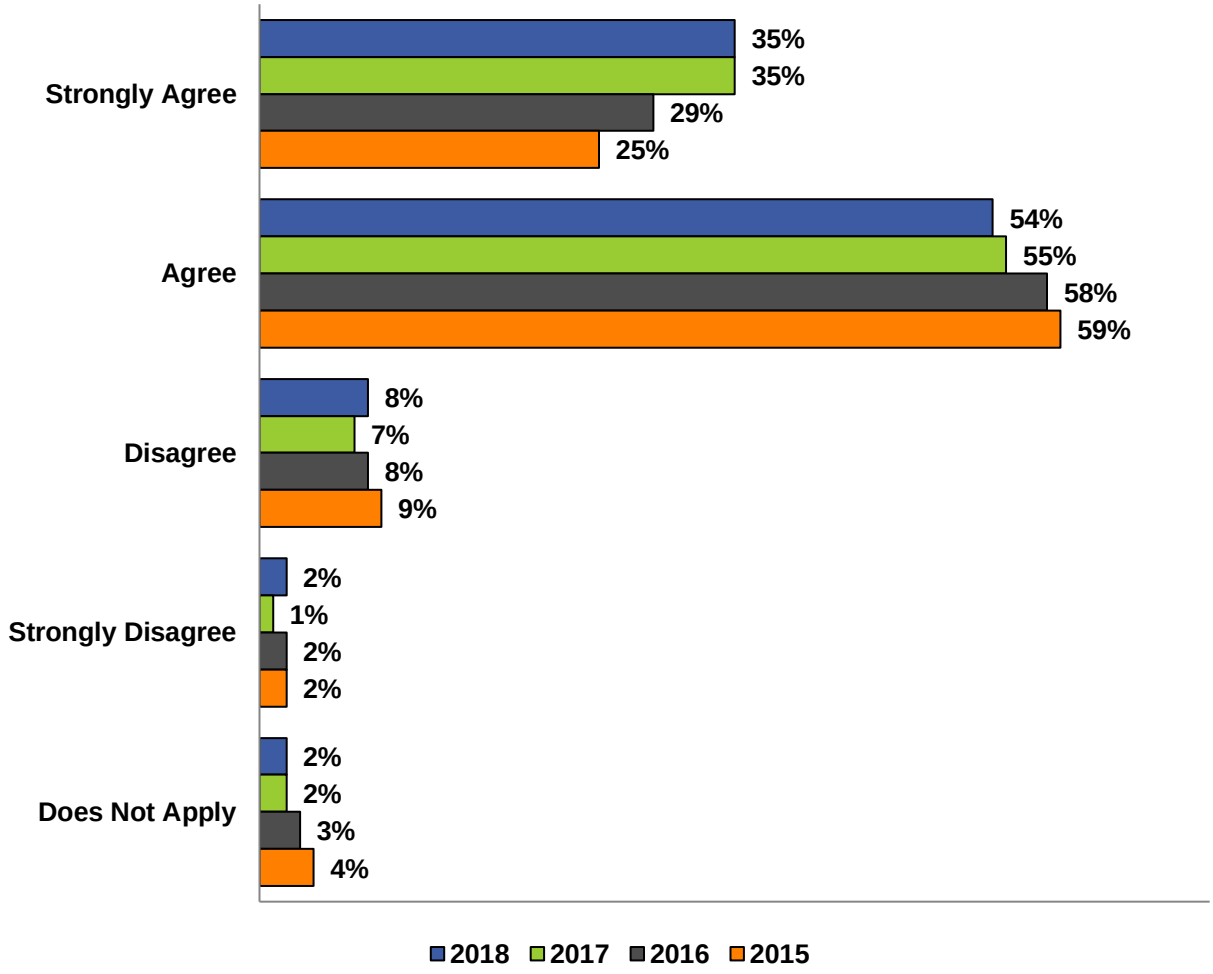
| Program (Information in Application Package) | Score |
|---|---|
| Centers for International Business Education | 89 |
| Strengthening Institutions Program | 84 |
| Developing Hispanic Serving Institutions | 81 |
| Upward Bound | 81 |
| Hispanic Serving Institutions - STEM and Articulation Program | 78 |
| 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) | -- |
| Striving Readers | -- |
| High School Equivalency Program (HEP) – Migrant Education | -- |
| Project Prevent | -- |
| Indian Education Formula Grants (Title VI) | -- |
| Migrant Education Programs (Title I, Part C) | -- |
| Education for Homeless Children and Youths Program | -- |
| Student Support and Academic Enrichment | -- |
| Improving Basic Programs Operated by Local Educational Agencies – Title I | -- |
| English Language Acquisition State Grants (Title III State Formula Grants) | -- |
| Neglected and Delinquent State and Local Agency Programs | -- |
| School Climate Transformation Grants-State Department of Education | -- |
| School Climate Transformation Grants-Local Education Agency | -- |
| REAP-Rural and Low Income School (RLIS) Program | -- |
| REAP-Small, Rural School Achievement (SRSA) Program | -- |
| 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 | -- |
| Javits Program | -- |

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

## Satisfaction Benchmark

The satisfaction benchmark question, "Overall, when I think of all of 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, 89% responded 'Agree' or 'Strongly Agree', down just one-percentage point below increase from last year. Unchanged from last year, more than one-third (35%) of respondents strongly agreed with the statement and an additional 54% agreed. As in the past, only about one in ten respondents disagreed or strongly disagreed.

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




## Complaints

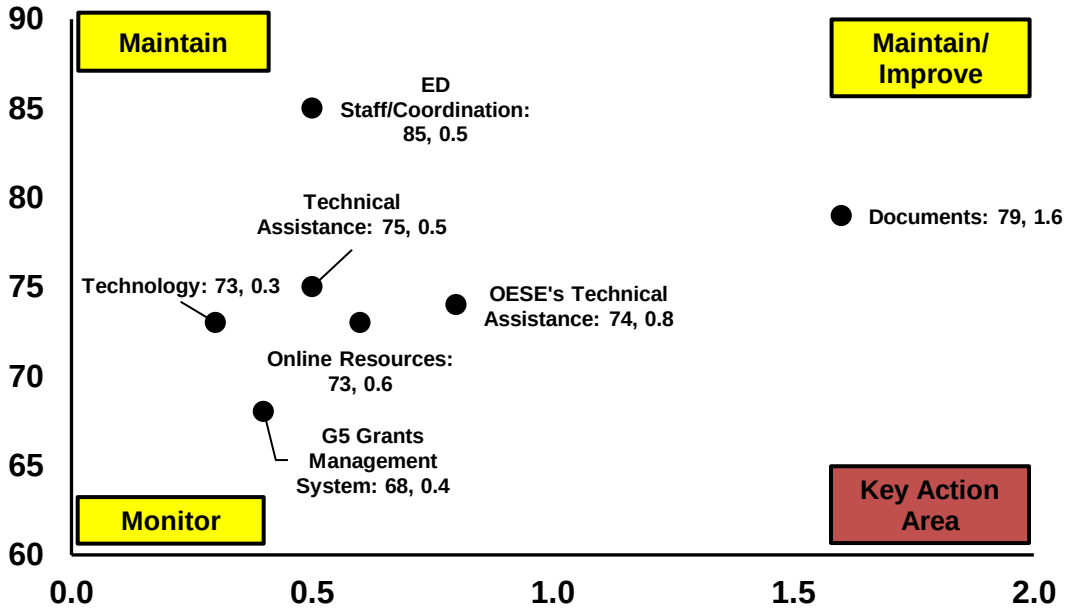
In the 2018 survey results, one percent of respondents reported they formally complained to the Department within the past six months. This equates to just 14 of 1,448 respondents.

# Chapter III

## Summary and Recommendations

Following two consecutive years of two-point improvement in the CSI score, the aggregate satisfaction rating among all grantee programs in 2018 remained at 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 in the upper left-hand quadrant are ones where current level of performance should be maintained rather than targeted for improvement. Lastly, those driver areas in the upper right-hand quadrant are ones where improvements would impact satisfaction but may not be practical to achieve since performance is already at a high level.




***Performance and Impact of Driver Areas***

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

Components that approach the lower right-hand quadrant indicate an area with a relatively low score and high impact, making efforts for improving these aspects more of a priority. At the aggregate level, Documents, 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

Documents remains a key strength for the Department of Education in its support of grantees. At 79, driver performance is strong, and the impact is the highest at 1.6. Continuing to ensure all documents are clear and offer sufficient detail to meet the readers needs will keep this score high. Periodically reviewing documents to assess their comprehensiveness relative to the issues that face grantees is suggested to improve the overall Documents score.

Due to the particularly high impact of the Documents driver relative to the impacts of the other drivers, most drivers fall on the left half of the priority matrix. However, OESE Technical Assistance and Online Resources remain relatively high impact drivers with relatively low scores and should be considered the top priorities for improvement.

The 2018 score for OESE Technical Assistance fell slightly to 74 driven by a significant decline in the Usefulness of OESE's technical assistance services as a model (down 4 points to 69). While this driver only applies to programs with in the Office of Elementary and Secondary Education, improvement in this area has the potential to increase the CSI score for about 60% of the programs. While five of the programs achieved scores of 80 or above this year, scores for seven of the programs were below 70. Outreach across the programs to identify best practices is recommended to leverage the success experienced by the top performing programs in this area.

Different from OESE Technical Assistance, the Online Resources driver impacts all programs. At 73, this driver is one of the two lowest scoring. Given its moderately high impact, improvement in Online Resources has a relatively strong potential to drive the CSI score higher. This year, three of six Online Resource attributes experienced notable decreases in scores. Ease of submitting information to ED via the web, freshness of content, and ability to accomplish what you want on the site each declined a significant two points compared to 2017. To better understand the concerns of those who provide low scores for the Online Resources, consider conducting usability tests. During these tests, users can be assigned specific tasks to perform online so that observers can experience in real time the roadblocks that users are encountering. Also consider asking participants to prepare for the usability sessions by assembling a list of tasks they struggle with online.

Many respondents provided specific comments about their concerns with the online resources. In addition to usability testing, a detailed review of these comments will provide insight into the online grantee experience as well as specific suggestions for improvement. Several example responses regarding online resources are provided below:

*"Provide ease of finding materials online. Allow for ease of submitting information to the [Office] via the web (e.g., grant applications, annual reports, and accountability data)."*

"*Currently, it can be challenging to locate the most relevant information needed on ED's website."*

*"Make the online process more intuitive and user-friendly."*

## Monitor

Significant decline in the Technology driver places it the monitor category again this year. Notable decline in the ED's effectiveness in using technology to deliver its services and the effectiveness of automated process in improving state/LEA reporting attributes are responsible for the diminished driver score. The wide range of scores across the different programs suggests a disparity across the programs in the effectiveness of using technology to interface with grantees. Consider an assessment of the different technology used across the programs with the goal of identifying ways to close the gap.
Consider what efforts may be taken to manage the expectations of grantees with respect to how technology can reduce federal paperwork as this is an area of particular frustration among grantees.

The G5 Grants Management System also falls in the monitor category with a score of 68. Among the attributes measured, all but two fall under 70 with the lowest scores coming in at 64 for efficiency of submitting accountability data using G% and 65 for ease of accessing and submitting a performance report.

## Maintain

Consistently the highest rated driver of satisfaction, the Ed Staff/Coordination remains an important area to maintain to keep the CSI score from slipping lower. In 2018, nearly all attributes related to this driver showed some level of improvement with one, sufficiency of legal guidance in responses, improving significantly (up 2 points to 86). Policies and procedures in place to ensure that ED staff are effectively interfacing with grantees should be upheld to keep performance high.

## 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 satisfaction rating rose 23 points to a score of 89. With a low sample size ranging between nine and 13 survey respondents in recent years, this program's score variations between phases are more pronounced than most. The 2018 scores have improved substantially across the board from a year ago, with every driver of satisfaction increasing by at least 10 points. Improvements in the scores for ED Staff/Coordination (+12 to 95) and Online Resources (+24 to 84) are considered statistically significant. One grantee commented that the forms have improved over the past year, sentiment that is supported by a 10-point increase in the Documents rating. Within the Documents series of questions, the greatest year-over-year increase was the score for comprehensiveness in addressing the scope of issues faced, where the rating increased 15 points to 84. The usefulness of the OELA and NCELA websites received positive ratings, with scores of 85 and 88. A new question to the 2018 questionnaire asked grantees for their rating of the usefulness of the OELA Facebook page. Those who had experience using the Facebook page gave the usefulness of this resource a perfect score. The results of the 2018 survey clearly show a satisfied group of NAM grantees who have observed improvements in the support they receive from a year ago. Program officers and others who support these grantees should be made aware of this improvement to affirm that their efforts have had a positive effect and are appreciated by their grantees.

### National Professional Development Program

After a 7-point decline in 2017, satisfaction among National Professional Development Program grantees rebounded 6 points up to a score of 77. The most substantial gain across the drivers of satisfaction was an 11-point increase in Online Resources. Grantee comments support this higher score with frequent positive reviews of the Knowledge Management System (KMS). The new system is seen as user-friendly and convenient for grantees. When working on incremental improvements to KMS, consider allowing integration with G5 as this was suggested by more than one NPD respondent. The ED Staff/Coordination driver, which measures the performance of senior NPD program officers, was rated near perfect at 95 this year, a 4-point improvement over its already very impressive score in 2017. This marks the third straight year of this metric's score improvement and is a testament to the dedicated focus of senior leadership to provide knowledgeable, consistent and comprehensive guidance to grantees when called upon. The usefulness of the OELA and NCELA websites were positively rated at 79 and 86 respectively, each score representing a 9-point increase from a year ago. Likewise, the usefulness of the OELA Facebook page was rated an 85, a 7-point improvement from 2017 and 23 points higher than its baseline measurement in 2016. Continued refinement of KMS and a focus on providing timely responses to grantee inquiries are likely to build on the success of 2018 and drive NPD satisfaction higher.

## 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 rose 3 points to 75 in 2018 after two consecutive years at 72. This consistent level of satisfaction is indicative of strong performance by program officers, senior staff in addition to sound documentation and Online resources. Most drivers of satisfaction were rated higher this year, including ED Staff/Coordination (89, +5), Online Resources (75, +1) and Documents (83, +3). These strong and stable scores should be received as good news to program staff and provide a solid base on which to look for areas of incremental improvements. Such opportunities exist through additional training offering to keep grantees continually updated on WIOA implementation and keeping lines of communication open at all times. Grantees are generally very pleased with the accessibility of their program officer and the knowledgeable service they provide.

Maintaining this availability and commitment to assisting grantees through new policies and procedures will sustain the high level of satisfaction observed over time for this program. Within the custom question section of the survey, AEFLA grantee scores suggest the training to support NRS has slightly improved as has the usefulness of products designed to help grantees meet their program priorities and needs.

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

Carl D. Perkins Career & Technical Education Program grantees rated satisfaction a 79 which is a 2-point increase from a year ago and marks the third consecutive year that satisfaction has increased. For the most part drivers of satisfaction were rated higher, including ED Staff/Coordination (93, +8), Online Resources (83, +8), Technology (81, +5) and Documents (83, +3). The exception to this trend came for Technical Assistance, which fell 7 points to a rating of 69. Specifically, the impact that technical assistance services have had in helping implement education reforms fell precipitously. Examining how ED staff and ED-funded providers can do a better job of helping states implement education reforms can be thought of as a top priority in driving satisfaction higher. In the open-ended feedback provided by Perkins grantees there are several comments regarding the need for additional training on topics such as WIOA policy and Perkins V requirements. The user friendliness of the Consolidated Annual Report (CAR) was rated 5 points higher at a 78 and is now 13 points higher than its low score of 65 in 2014. Similarly, the PCRN's user friendliness has improved over time and was rated an 86 this year, compared to 76 in 2014. In looking for areas in need of improvement, the effectiveness of the federal monitoring process in identifying and correcting state compliance issues fell 6 points to 72 in 2018. Look for ways to be proactive in finding any compliance issues and working with grantees to rectify any outstanding concerns.

## Office of Chief Financial Officer (OCFO)

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

The Indirect Cost Group/Financial Improvement Operations program grantee satisfaction improved for the second consecutive year to a rating of 72. Score changes across the drivers of satisfaction were mixed for this program. ED Staff/Coordination (83, -5) and Documents (74, -2) each declined since last year, while Online Resources (71, +2), Technical Assistance (85, +7) and Technology (74, +6) all increased. All of these changes are considered directional. Opportunities to improve satisfaction generally lie in the drivers that have fallen in performance or have relatively lower scores. This makes focusing on the Documents produced to help grantees a top priority. Specifically, ensure that the content of publications and memoranda are relevant to grantees' needs. Correspondence that is issued but unclear as to its purpose or what actions may be required can cause confusion and slow productivity. A section dedicated to measuring the G5 Grants Management System was added to the questionnaire in 2018. ICG/FIO grantees rated this system a very strong 79, with the highest marks attributed to the efficiency of submitting accountability data (82) and the ability to accomplish intended goals on the site (80). A few respondents suggested communicating more clear timelines with established deadlines for indirect cost rate agreements. Timeliness is often correlated with high satisfaction but mentions of timely responses being important seem to be even more prevalent within this program's open-ended feedback compared to all participating grantees at-large.

## Office of Postsecondary Education (OPE)

### Developing Hispanic Serving Institutions

After a 5-point improvement in 2017, Developing Hispanic Service Institutions grantees' satisfaction fell a significant 6 points this year to a score of 72. The decrease in satisfaction comes as a result of lower scores for all of its drivers. The most notable drops in driver scores were for Online Resources (70, -9), Technology (71, -9) and Information in Application Package (81, -8). There seems to be a need to evaluate the platform used to facilitate webinars as several grantees commented on the frequent glitches and technical issues encountered when attending webinar training sessions. There is also concern about the new process of submitting information to ED via the web. The APR platform is not intuitive in this regard and the 13-point drop in this attribute's rating is evidence that grantees are struggling to carry out

their intended goals using the web-based resources available to them. The program officers are rated very positively, though not quite as high as a year ago. The key to maintaining and improving the program office metrics and satisfaction in general lies in making a concerted effort to provide timely responses to all grantee inquiries and requests. Even when an answer cannot be immediately provided, acknowledging the request with an estimated timetable for resolution goes a long way in keeping grantees engaged and satisfied.

### Centers for International Business Education

Grantees of the Centers for International Business Education program last participated in the satisfaction survey in 2011. Since that measurement, satisfaction increased from a score of 73 to 84 and was the highest scoring OPE program included in the 2018 survey. Grantees gave near-perfect scores for ED Staff/Coordination (97), Technical Assistance (95) and G5 Grants Management System (94). These scores are indicative of dedicated senior leadership support and a very effective technology platform that efficiently serves the needs of this program's grantees. Most comments provided for the open-ended questions asked on the survey indicate a group of satisfied grantees whose suggestions for improvement include small tweaks rather than wholesale changes. These suggestions for improvement involve making the program's website more intuitive and looking for ways to make the application process less onerous. All but one respondent indicated they use IRIS for reporting their accountability data. Within the custom section of the questionnaire that pertains only to CIBE grantees, at least 70% of all respondents said staff exceeds their expectations for all areas measured. These areas include timeliness in answering questions, knowledge of relevant legislation, ability to resolve issues and the use of clear and concise communication. The 2018 survey results show the high level of service and support program staff are carrying out for these grantees which has resulted in a very strong level of satisfaction.

### Strengthening Institutions Program

Satisfaction among Strengthening Institutions Program grantees was a 64 in the 2018. This is a 3-point decline since their last measurement in 2015 and is 9 points below the aggregate score of 73 among all programs combined. Despite a fall in overall satisfaction, there were mixed results across the various components of the grantee experience measured. The ED Staff/Coordination component, which measures the support from senior program officers, was rated an 82 – a 4-point increase from the 2015 measurement. The Technical Assistance component was also rated higher since the last survey, increasing its score from 69 to 74. This program's technology capabilities seem to be a pain point of SIP grantees as the Technology component was rated a 59. The verbatim comments collected also speak to this with several mentions of webinars/conference calls encountering technical difficulties that decrease their value and erode the confidence that future online trainings will be effective. Due to frequently evolving policies and procedures that grantees need to be aware of, program officers need to proactively reach out to provide guidance and support. When responses to grantee questions are delayed or program officer turnover results in staff being unaware of grant details, satisfaction is diminished. In looking for ways to improve the satisfaction of grantees, ensure that program officers are consistently available and provide knowledgeable proactive support.

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

Satisfaction from grantees of the Hispanic Serving Institutions – STEM and Articulation program fell 5 points from a year ago to 67. The decrease seems to largely be the result of an arduous process of submitting the Annual Performance Report. There was a 21-point fall in the score measuring the ease of submitting information to ED via the web. In fact, all but one of the Online Resources metrics experienced a double-digit decline in score since 2017. Several grantees commented on the APR requirements in the open-ended comments with suggestions that the process be made more user friendly along with a convenient outlet to ask questions in real time. In general terms, providing more workshops and training sessions would benefit many grantees and perhaps conserve the resources of program staff by educating grantees on evolving policies and procedures. This year's survey marks the first year where the survey included questions pertaining to the G5 Grants Management System. This component was rated a 63 by this program's grantees compared to a 68 among all eligible respondents. The effectiveness of G5

instructions in helping locate what the grantee needs was the lowest rated aspect of this process and should be examined to find ways to improve the clarity of the instructions provided.

### Upward Bound Program

Grantees of the Upward Bound program rated their satisfaction 1 point lower since they were last surveyed in 2016, with their rating dropping from 69 to 68. Most drivers of satisfaction remained stable compared to 2016 with no score changes more than 5 points. To boost overall satisfaction, look to keep current and relevant information on the website and ensure program officers are being proactive in disseminating information. This is particularly important when communicating deadlines for reports and alerting grantees of any changes to policies and procedures. The open-ended comments provided by grantees suggest there is room for improvement in the consistency of responses. When the information supplied by program officers contradicts each other or what a grantee may find online it causes confusion and leads to lower satisfaction. The ED program specialists that interact with Upward Bound grantees are rated highest for their knowledge and ability to assist but lowest for their responsiveness. In other words, it can be difficult to connect with a specialist but once the connection is made, the interactions are effective in supplying grantees with the information they are seeking. When it comes to the website, its organization of information was rated a 74 and user friendliness a 71. While these scores can be considered solid and do not reveal any significant weaknesses, they also suggest there is some room for improvement. To identify opportunities for improvement, review the verbatim comments which provide anecdotal experiences from grantees and their recommendations for adjustments to make the website more intuitive.

## Office of Special Education Programs (OSEP)

### IDEA – State Directors of Special Education (Part B)

State Directors of Special Education rated satisfaction with the program at 75 this year, a 6-point improvement from a year ago and all the way up from a score of 61 in 2015. This consistent increase over the past three years shows that the incremental adjustments to online resources, the documentation provided to grantees and the support and guidance of program officers have all had a positive effect on the grantee experience. The Department's new IDEA website frequency of use score was 74, indicating consistent use among grantees. The osep.grads360.org site is used even more often, with a frequency of use score of 85. All drivers of satisfaction improved their score in 2018, with the highest component score attributed to ED Staff/Coordination (90), which is a measurement of the support provided by senior program officers. The website's impact is evident in the 7-point increase in the Online Resources rating, where all attributes were rated at their highest levels over the course of the Grantee Satisfaction Study. The open-ended comments provided by grantees continue to show that the Dear Colleague letters sent out are very well received and seen as a great resource to stay up-to-date on current events and relevant policy changes. When asked what impact fully automating the IDEA formula grant submission and approval process would have nearly all grantees remarked that this would be extremely beneficial. An automated system would save a significant amount of time that would be very much appreciated by grantees. However, some cautioned that the process would need to be efficient and free of technical glitches that could turn a streamlined process into one that is more burdensome than the current system.

### IDEA – Part C Infants and Toddlers with Disabilities Program

Satisfaction among Lead Agency Early Intervention Coordinators rose 3 points to a score of 72 – the highest satisfaction rating for this program's grantees over the course of the study. The Online Resources rating held mostly steady, with a 1-point uptick to 69. The ease of finding materials online was rated higher than the past couple of years but the ease of submitting information to ED online was rated a bit lower than the past two years. The Technology component was rated 5 points higher than a year ago, with substantial improvements in ED's effectiveness in using technology to deliver its services and the effectiveness of using automated processes in improving state reporting. New questions were added to the 2018 questionnaire to measure the G5 Grants Management System. This component was rated a 66 in its initial measurement. In looking for ways in which this score could be improved, the ease of finding FAQs/self-help guidance, the visual appearance of the G5 pages and the overall ease of navigation received relatively lower scores. The proposed automation of the IDEA formula grant submission and

approval process was met with cautious optimism. At face value, automating the process would be a big time saver for grantees but there is trepidation that an automated system could open the door for technical issues that would result in a burdensome process.

## Office of Elementary and Secondary Education (OESE)

### Improving Teacher Quality State Grants

Satisfaction fell 6 points among grantees of the Improving Teacher Quality State Grants program in 2018. This decline was mainly driven by lower scores for Online Resources (64, -6) and Documents (70, -8). The Online Resources component took its biggest hit for the freshness of its content, an attribute that was rated 12 points lower than last year. The documentation provided by the program office was rated lower for its clarity, organization, completeness and relevance. The open-ended feedback from this program's grantees contains multiple mentions of the online material and written communication needing to be more up-to-date. Additionally, some respondents said that much of the material they receive is irrelevant to their Title II tasks. Providing more applicable information and examples of best practices from successful Title II programs would be beneficial to grantees and is likely to boost these critical scores. When asked to evaluate the effectiveness of the OSS performance review and technical assistance activities, respondents gave lower ratings for these activities in helping assess how well the program is accomplishing its goals and in supporting the establishment of cross-program connections. A focus on making proactive connections with grantees whether through online dialogue or written communications is a good way to start better understanding the grantees' needs and then responding with knowledgeable and relevant information to optimize the performance of the grant program.

### 21st Century Community Learning Centers

21st Century Community Learning Centers satisfaction increased another point to 68 this year after an 8-point rise from 2016 to 2017. Satisfaction has been on a steady climb dating back to the 2014 survey when the rating was just a 54. The sustained upward trend has been driven by improvements in all areas of the grantee experience. Most notably, the score for Online Resources has increased from a 56 in 2014 to 74 this year and the Technical Assistance provided has risen 20 points to a score of 80 over this same timeframe. The single most improved score from last year among this program's grantees is the ease of submitting information to ED via the web. The majority of respondents said they use 21APR for reporting their accountability data. This high rate of usage demonstrates the high level of satisfaction grantees have with the 21APR system and that no major changes in this area are recommended at this time. One area that saw its rating fall in 2018 was ED Staff/Coordination (78, -4), which measures the guidance and support provided by senior program officers. Its score among 21st CCLC grantees was 7 points below the aggregate score of 85 among all programs combined. The most pressing issues for this aspect are responsiveness and the consistency of information provided by the various officers or directors that grantees interact with. Ensure that responses to grantee questions are timely, consistent and clear to eliminate confusion when it comes to gathering legal guidance or regulatory requirements.

### Payments for Federal Property (Section 7002)

Satisfaction among grantees of the Payments for Federal Property program was rated a 77, which is a 1-point improvement from last year's measurement. This also places satisfaction of this program's grantees 4 points above that of all programs included in the 2018 survey. Leading the way in terms of driver scores was ED Staff/Coordination, a measure of the support and guidance provided by senior program officers, which increased its rating 6 points to an impressive score of 90 this year. Online Resources (81, +3) and Documents (82, +4) also increased. This is an indication that the information made available to grantees, both online and in written publications is meeting their needs and has done a better job of being current, relevant and easy to understand over this past year. Custom survey questions asking this program's grantees about the performance of the Impact Aid Program staff shows an exceptional level of technical assistance service being carried out. Staff were rated a 94 for their responsiveness to answering questions and their supportiveness in helping grantees complete their applications. Their knowledge of technical material was rated a 93. These extremely high ratings demonstrate a staff that is committed to the program's grantees and are playing a significant role in driving satisfaction higher. Examining the

open-ended comments shows this program's grantees had much to say when asked for their best customer service experience over the past month. But even more telling was that not a single respondent was able to supply an example of a "worst" customer service experience.

### Payments for Federally Connected Children (Section 7003)

Satisfaction of Payments for Federally Connected Children program grantees increased another point in 2018 for a score of 75. This continues the positive trend for this program that dates back to the 2015 survey when overall satisfaction was rated a 64. Since then, consistent improvements in many of the key components of the grantee experience have boosted satisfaction to its highest level over the course of the study. The highest rated component continues to be ED Staff/Coordination, which measures the support and guidance of senior program officers. This area was again rated an 85 this year, matching the 2017 score. The Documents component has been shown for most programs to be among the most influential drivers in terms of its leverage on satisfaction. For this program's grantees, Documents was rated a 79, a very strong score that shows the correspondence and publications available to grantees is clear, relevant to their needs and well organized. New questions were added to this year's survey to measure the G5 Grants Management System. This component's debut score among this program's grantees was 76, a solid score that indicates the system is generally meeting the needs of its users. For those who used the G5 Helpdesk, its ability to resolve problems was rated a very impressive 91. In looking for ways to make marginal improvements to the G5 reporting process, consider the creation of a simple step-by-step instruction guide for those looking to self-serve before leaning on the Helpdesk staff for assistance. This could help some grantees efficiently carry out their tasks and alleviate some of the workload from G5 Helpdesk personnel.

### Striving Readers

Grantees of the Striving Readers program rated satisfaction an 82, placing it among the highest scoring programs surveyed in 2018. Although a relatively smaller program with fewer respondents to the survey, this program's satisfaction score has risen from 45 in 2015 to 66 the next year before making another big jump in 2018. Despite the small sample sizes, score movements of this magnitude suggest that there has been meaningful improvement in the services provided to grantees. Just three years ago the Online Resources component was rated a 29, a very low score indicative of major shortcomings in supplying grantees with useful resources via the web. Compare that to the impressive score of 86 this year and it is clear that there have been enormous improvements to the Online Resources available to grantees. Another highlight of the survey results for Striving Readers are the exemplary scores attributed to the technical assistance received from SRCL program officers. These ratings, measuring elements such as responsiveness, clear communication and completeness of feedback, ranged from 89 to 94. Furthermore, satisfaction with the face-to-face SRCL Program Director's National Convening was rated a near-perfect 96. These scores validate the efforts of program staff over the past few years and demonstrate the work put in to improve the interactions with grantees has paid off in a big way.

### High School Equivalency Program (HEP) – Migrant Education

High School Equivalency Program grantees rated their satisfaction an 80 this year, a very strong score but a 2-point decline from a year ago. The decrease appears to be related to lower scores for Online Resources (77, -3) and Technology (78, -6). Online Resources took the biggest hit for the ease of finding materials and the ability to accomplish goals online. Open-ended comments from grantees include mentions that the website is difficult to navigate and there are times when users are unsure if the material is pertinent for their specific grant. Other comments speak to the value of the webinars and show that there is an appetite for more. Question and answer sessions as part of these webinars or immediately afterwards can be a great way of addressing the specific questions that grantees have. The program staff that grantees interact with received very strong scores. Specifically, staff are viewed as accessible and responsive (90), provide clear information (88) and resolve questions in a timely manner (87). Several grantees commented on their delight with their program officer's quick replies that are informative and easy to understand. These positive interactions and relationships serve as the foundation necessary to drive satisfaction to even higher levels.

### Project Prevent

Project Prevent grantees rated their satisfaction with the program an 82, a very strong score despite a 2-point decline from last year's measurement. The ED Staff/Coordination component, which measures the support and guidance provided by senior program officers, was rated a near-perfect 97. This exemplary score demonstrates the high level of service being provided to grantees from program directors and other senior staff and acts as a gold standard for this type of support. Nearly all other aspects of the grantee experience received very favorable ratings as well, though not quite as high as the results of the 2017 survey. In the case of Online Resources, this component's score fell 5 points to 81. This comes as the result of a substantial decline in the ratings for submitting information to ED via the web and accomplishing intended tasks online. Grantee comments show evidence of frustration with the G5 submission process, primarily in regards to the system being down and unavailable. There are also mentions of a desire for the platform to be less restrictive and allow for copying/pasting and unlimited text for certain fields. The G5 Grants Management System was rated a 62 by Project Prevent grantees – 6 points below the aggregate rating among all eligible respondents. An examination into the factors that may have led to the system being down for Project Prevent users specifically is the first step in improving the uptime of the platform to ensure its availability for users. The system itself seems to meet the needs of these grantees when it is available. The custom questions of the survey that pertain only to Project Prevent grantees produced extremely high ratings of the Federal Project Officers. These staff members received ratings in the 90s for all attributes measured, including their responsiveness, effectiveness of guidance and technical assistance. It should also be noted that all 22 Project Prevent grantees who were sent an invitation to the survey completed the questionnaire. This was the only OESE program to achieve a 100% response rate in the 2018 survey.

### Indian Education Formula Grants to Local Education Agencies & National Activities

The satisfaction score for Indian Education Formula Grants to Local Education Agencies & National Activities fell 6 points to 74 after four consecutive years at 80. The decline comes as a result of several small score decreases across the various components that drive grantee satisfaction. Most notably, the overall score for Online Resources fell 4 points this year, with an 8-point decline for one of its attributes – ease of finding materials online. The open-ended feedback provided by this program's grantees show a desire for a single website when program guidance can be accessed. There are multiple mentions of information being spread out over several websites that causes confusion. Other verbatim comments from respondents speak to the very knowledgeable and friendly service they receive. The opportunity for improvement lies in making live representatives more accessible. While the assistance received is often clear and efficient, the process of connecting with program staff is oftentimes not. Overall, grantee satisfaction for this program is strong. The 2018 survey results do not show a poorly functioning program in need of widespread changes. Rather, the data indicates a well-run program where grantees expect a high level of support and guidance with some suggestions for ways to boost satisfaction higher.

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

Grantee satisfaction of the Migrant Education Program increased another 4 points in 2018 to a score of 79. This marks the third straight year where satisfaction has improved, moving all the way up from a score of 64 in 2015. This consistent improvement has been driven by higher scores across all components of the grantee experience measured on the survey. In 2018, Online Resources (82, +7) and Documents (88, +7) experienced large increases from last year. In addition, the ease of submitting information to ED via the web improved 9 points, showing the favorable opinion grantees have of EDEN/EdFacts, which was selected by 94% of grantees as the reporting system they use for submitting accountability data. The Documents driver was rated higher this year across all of its attributes, including a 12-point increase in the sufficiency of detail in meeting program needs. OESE's Technical Assistance has also improved over the years. The webinars conducted over the past year have been well received with 40% selecting the CSPR Series as the most useful and another 20% selecting the Evaluation Exemplars as the most useful. Detailed information is provided at the webinars and are proving as very helpful resources for grantees to stay informed.

### Education for Homeless Children and Youth – McKinney-Vento

The satisfaction among grantees of the Education for Homeless Children and Youth program fell 3 points to a score of 80 this year. This program's results are somewhat unique in that all drivers of satisfaction decreased except for one. Online Resources were rated 7 points higher for a 2018 rating of 83. Interestingly, all attributes for this component held their 2017 score or improved except for the ease of submitting information to ED via the web, which fell 10 points. There are no specific comments within the open-ended feedback from these grantees that reference specific barriers to submitting information. Generally speaking, the Online Resources offered to these grantees are very well received and serve as a highlight of the overall experience. Documents, an influential component on satisfaction, fell 6 points to a score of 83. While still a very strong score, the reason for the decline should be investigated to prevent this year's decrease to be the beginning of a trend. One suggestion from a grantee involves including dates on documents that are made available on the site in order to identify what is most current and relevant to their specific situations. Custom questions asked only of this program's grantees reveal very high scores for program officers, value of webinars and other elements of the grantee experience. These results are available on the appendix of this report.

### Student Support and Academic Enrichment

In its initial measurement, grantees of the Student Support and Academic Enrichment program rated their satisfaction a 56 – 17 points below the aggregate satisfaction score among all grantees surveyed in 2018. In looking for ways to boost satisfaction it is recommended that responsiveness from program staff is made a priority. The grantee comments include several mentions of reaching out for assistance to no avail. As a new program it is understandable that there is to be a learning curve as grantees and program staff alike get a better understating of pertinent laws and regulations, policies and procedures. However, it is important to acknowledge requests and questions from grantees even if answers are not readily available. There are mentions of very positive interactions at the state director kickoff meeting in January and other face-to-face meetings. Facilitating communication is likely to improve many of the key drivers of satisfaction and make for a more positive experience for grantees across-the-board. The Online Resources component was rated a 64, with its highest attribute score a 67 for ease of reading the site. The highest Online Resources scores at the program level are often associated with comprehensive websites/data submission platforms that are clutter-free, offer clear and concise instructions and contain relevant content. When information is scattered, outdated or unclear, grantees are then prone to reaching out to a program officer directly for help. When program staff are difficult to reach, a cycle is formed where grantees become frustrated with the inability to track down the information they are seeking.

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

Satisfaction for Title I respondents fell 9 points to a score of 57 this year. The satisfaction score has fluctuated considerably in recent years for this program, alternating between increases and decreases of at least 5 points each year since 2013. The primary factors leading to this year's decline are 14-point drops in the Online Resources (54) and Documents (64) components. The open-ended feedback provided by this program's grantees includes several comments related to the desire for more timely guidance and improved availability for questions. Grantee comments convey a perception that new information takes too long to make its way online or into the hands of grantees through written communication, which plays a large role in these scores' precipitous declines. Grantees report that the details surrounding Title I/ESEA regulations and allocation calculations are difficult to understand, which creates the need for individuals to seek out additional information. Grantees want to make sure they are compliant and seek guidance from program staff to ensure accuracy. When website information is outdated or unclear, individuals will look to connect with a representative to ask their questions, making staff availability crucial to grantees staying informed and satisfied. In many cases program officers do respond quickly and provide knowledgeable guidance to inquiries. The opportunity for improving the ED Staff/Coordination driver lies in making these timely responses more consistent so grantees are confident that they have an open channel to receive well-informed service from staff when needed.

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

Satisfaction among English Language Acquisition State Grants respondents increased 11 points to 68, matching its highest level which was last achieved in the 2011 survey. Substantial improvements were

observed for all drivers of satisfaction, led by a 15-point improvement in the Technology component. Grantees have seen a big rise in the effectiveness of ED in using technology to deliver its services. New questions were added to this year to measure the G5 Grants Management System. Title III grantees rated this aspect a 71, which is 3 points higher than the aggregate rating among all eligible respondents. Custom questions asked of this program's grantees measured the effectiveness of OSS program staff. These results show substantial improvement in the staff's timeliness of responses (79, +11) and their understanding of specific state's circumstances as they relate to educational policies and governance (76, +8). When asked how OSS services can be improved, grantees suggested additional webinars that include information specific to the English Learner subgroup. Having a knowledgeable program staff not only ready to answer questions but reaching out proactively with guidance is key to maintaining the high level of satisfaction achieved this year.

## Neglected and Delinquent State and Local Agency Programs

Grantees of the Neglected and Delinquent State and Local Agency Programs rated their satisfaction a 65. This is 5 points higher than last year, boosted by moderate increases in all components that drive satisfaction. ED Staff/Coordination, a measurement of the guidance and support provided by senior program officers, is again the highest rated component of the grantee experience with a 2018 score of 81. The Documents component, often the driver with the highest impact on satisfaction, gained 6 points to 72. Leading the charge for this increase were notable improvements in the clarity and organization of the correspondence available to grantees. Open-ended feedback provided by this program's grantees mentions the correspondence as being timely and helpful. Other comments are very complimentary of program staff for their professionalism, friendliness and willingness to help. This is a critical element in driving grantee satisfaction higher and staff should be commended for their dedication to those reaching out for assistance. In looking for opportunities for improvement, the focus should be on proactively supplying grantees with guidance on changing regulations related to ESSA and other relevant topics. It is important to keep online materials current and easy to understand so that grantees stay informed.

## School Climate Transformation Grants

### *State Department of Education*

SCTG State Department of Education program's satisfaction increased one point to 79 in 2018, placing it six points above the aggregate score across all programs. Driver scores were extremely consistent with 2017 performance. Four of six driver scores were unchanged while the rest were within a few points of their 2017 scores with no statistically significant changes noted. The only drivers scoring below 80 were OESE's Technical Assistance (79) and G5 Grants Management System. To further improve the CSI score focused effort in these areas are recommended. For OESE's technical assistance, the attribute that scored relatively low and brought down the score was usefulness of OESE's technical assistance services as a model (76). For the driver related to the G5 system, all attributes with the exception of two, scored below 70. Ease of navigation (61), effectiveness of G5 instructions to help you locate what you need (62), and ease of finding FAQs and self-help guidance (63) were the lowest suggesting grantees are struggling when using the system and disappointed in the instructions and help they are being provided. The open-ended feedback received was minimal but echoed concerns about navigation and ease of using the site. Soliciting additional feedback specifically regarding the G5 system is recommended to better understand what needs to be done to improve the grantee experience.

### *Local Education Agency*

Satisfaction among SCTG Local Education Agency respondents increased three points again this year. This significant increase places the CSI score at an impressive 90; notably higher than the aggregate score of 73. While none of the driver scores showed significant improvement, all of them improved directionally and remain remarkably high. The only metrics that fall below 80 are those associated with the G5 system and the score for the expected reduction in federal paperwork due to the use of technology in reporting. Open-end comments describe struggles with navigation and suggest that the system is cumbersome and difficult to work with. Efforts to address these concerns is recommended as this appears to be the only area causing grantees concern. Consistent with the very high performance scores, most of the open-ended feedback is complimentary of program staff including their responsiveness, timeliness and helpfulness.

## Rural Education Achievement Program (REAP)

***Rural and Low Income School (RLIS) Program***

Satisfaction of the REAP – Rural and Low Income School Program improved three points to 67 this year. While the number of survey respondents increased to 25 in 2018, the performance scores remained stable with no significant change to the CSI score or any of the driver scores. One attribute score, sufficiency of legal guidance in responses, declined significantly from 94 to 77 in 2018. Although lower compared to last year, the driver score for ED Staff/Coordination remains among the highest scoring performance metrics at 78. Consistent with last year, scores for knowledge of relevant legislation, regulations, policies, and procedures (85), as well as accuracy of responses (79) and consistency of responses (79) are among the highest scoring attributes. The Documents component, which has been shown to have a high degree of influence on satisfaction received a score of 74 driven by directional improvement for all document related attributes. Continued focus on making sure documents are clear, well organized and meeting the needs of grantees is recommended. Efforts to improve online resources should also be considered as scores fell directionally this year and are among the lowest recorded.

***Small, Rural School Achievement (SRSA) Program***

REAP – Small, Rural School Achievement Program satisfaction rose one point this year to a score of 73. All drivers of satisfaction show some level of improvement but only one is statistically significant. The score for Online Resources, identified as the greatest opportunity for improvement last year, improved a significant 9 points from 64 to 73. Specific metrics for ease of finding materials online (72), ease of submitting information to ED via the web (72), and ability to accomplish what you want on the site (76) all experienced notable improvement. Continued focus on improving the website especially in the areas of navigation and ease of use is recommended. Similarly, strategies for helping grantees better understand and use the G5 system for submitting performance reports is needed as several of the metrics tied to that system received relatively low scores. Specifically, lower scores for effectiveness of G5 instructions to help you locate what you need (70) and ease of finding FAQs and self-help guidance (71) suggest grantees need additional help. Open-ended comments indicate some grantees are struggling with the system and specifically mention frustration with logins and the frequency of password changes. The Technology driver received the lowest score (70) due to a particularly low score for expected reduction in federal paperwork (59). To address this, additional communication to manage grantee expectations with respect to paperwork reduction is recommended.

## Alaska Native Education Program

The satisfaction among grantees of the Alaska Native Education Program was rated a 75 in 2018. This score is a significant eleven points higher compared to last year and is two points higher than the aggregate for all programs. All component scores previously measured show some level of improvement, but most are directional. However, the Documents driver score improved a significant 12 points from 69 to 81. Driving this improvement, all Documents related attribute scores rose significantly this year. Additionally, the attribute that measures performance with the consistency of responses with ED staff from different program offices significantly increased from 62 to 82. With a component score of 69, Online Resources continues to be an area of opportunity for improvement. Newly added metrics related to G5 Grants Management System garnered the lowest scores, all falling in the low 60's. The attributes scoring the lowest were ease of finding FAQs and self-help guidance (60) and ease of a field reader accessing technical review form (60). Consider the merits of providing additional training to clarify all aspects of G5 Grants Management System. Include references to the FAQs and self-help guidance to ensure users are aware of the resources available to them after training is over. While grantees provide low scores for the G5 system, open-ended feedback indicates they feel positive about the support they are getting when they contact the G5 Helpdesk.

## Innovative Approaches to Literacy

Grantee satisfaction of the Innovative Approaches to Literacy program was rated an 87 – the third highest satisfaction score of all programs measured in 2018. This score represents a two-point improvement over the inaugural IAL measurement in 2017, however, this change is not considered statistically significant. This high level of performance is impressive, exceeding the aggregate score by fourteen points. All previously measured drivers of satisfaction maintained high scores. However, scores for the new metrics related to the G5 Grants Management System were relatively low, falling between 73 for ease of a field

reader accessing technical review form and 82 for ability to accomplish what you want to on the site. Specific open-ended feedback from users suggest an issue with the system timing out too quickly. Additionally, uploading documents appears to be causing some frustration. Based on the overall 2018 results, this program should be used as a valuable resource for others who are looking for best practices to implement with their programs. Many of the open-ended comments provided were complimentary of the program and the staff who support it.

### 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 70, up slightly compared to the first year of measurement. This score is three points below the aggregate rating of all programs measured in 2018. Similar to the CSI score, all driver scores are on par with last year with only directional changes. Also consistent with the findings from last year, ED Staff/Coordination is the highest scoring component at 77. Keeping this driver score relatively high, attribute scores for knowledge of relevant legislation, regulations, policies, and procedures (84) and sufficiency of legal guidance in responses (80) are the two highest scoring metrics in 2018. Performance for OESE's Technical Assistance falls on the other end of the spectrum with a score of 61. Of the two attributes that comprise this driver score, usefulness of OESE's technical assistance services as a model (53) is the lowest scoring metric this year. That attribute along with several G5 Grants Management System metrics fall below 60 and offer opportunity for improvement especially in the areas of navigation, effectiveness of the instructions and ease of accessing and submitting a performance report. In addition to comments regarding navigation struggles, the open-ended feedback from grantees express frustration with the functionality of G5. These frustrations include the fact that data cannot be directly entered, loss of information because of the form timing out or expiring, and difficulty uploading documents. Considering these comments when working to update G5 is recommended to make the system more user friendly.

### College Assistance Migrant Program

Satisfaction among College Assistance Migrant Program grantees was rated 85 in its second year of measurement. This score represents a statistically significant improvement of six points above last year and places it 12 points above the aggregate score across all programs measured. Continued strong performance in ED Staff/Coordination along with notable improvement for the Online Resources driver and directional improvement for OESE's Technical Assistance worked to offset the directional decline in the Document scores. Documents is now among the lower scoring drivers and should be considered a priority given its high impact. Continued efforts to ensure all documents distributed to grantees are comprehensive, clear, and well organized is recommended. Another area warranting focus is the G5 Grants Management System since the scores for all attributes were rated below 70. The lowest scores among these are for ease of a field reader accessing technical review form (63), ease of finding FAQs and self-help guidance (65), and ease of navigation (65). Further exploration into these low scores is recommended so that action can be taken to improve. Consider collecting feedback on specific information that is difficult to find and conducting usability testing so that users can be observed navigating through the process and roadblocks can be identified. Open-ended feedback regarding additional topics to cover during CAMP meetings, webinars or phone calls called for information on best practices and budgeting.

### Grants for State Assessments

Satisfaction among respondents of the Grants for State Assessments program was rated a 66 this year representing a 3-point improvement over the first year of measurement in 2017. While satisfaction appears to be moving in a positive direction, the CSI score for this program remains 7 points below the aggregate rating of all programs measured in 2018. All drivers of satisfaction showed some upward movement this year with the Technology driver score improving significantly from 62 to 76. ED's effectiveness in using technology to deliver services (81) and ED's quality assistance (79) both garnered scores that were statistically higher compared to one year ago. Also, the Technical Assistance related attribute score for department-funded TA providers – helped build capacity to implement reform experienced a notable increase from 53 to 70. Consistent with last year, the highest rated component was ED Staff/Coordination which improved from 73 to 82. Although all the ED Staff/Coordination attribute scores showed some improvement, only the change in the score for responsiveness to your questions is

considered statistically significant (up 16 points to 86). Despite improving by a directional six points, Online Resources remains among the lowest scoring drivers. Online Resource attribute scores suggest visitors to the website are having difficulty with navigation which is negatively impacting their ability to find materials on the site and/or accomplishing their desired tasks. In the open-ended feedback several grantees expressed appreciation for the helpfulness of the peer reviews and the staff that performed them. However, one respondent suggested a need for more peer review staff to speed up the process. Continued focus on high impact drivers that are relatively lower scoring is recommended to maximize the CSI score. Continuing to improve the comprehensiveness and level of detailed provided in ED documents will provide the greatest opportunity for improvement. Also based on its relatively high impact, OESE's technical assistance offers opportunity for improvement especially in usefulness of OESE's technical assistance services as a model.

### Javits Gifted and Talented Students Education Program

Satisfaction among respondents representing the Javits Gifted and Talented Student Program was rated 72, just one point below the aggregate score. This year was the first year the program has been measured. Documents and ED Staff/Coordination are areas of strength for this program. In contrast, G5 Grants Management System is the lowest scoring area. All attributes related to this driver are rated relatively low but ease of finding FAQs and self-help guidance (59) and ease of navigation (62) are particularly low. Open-ended feedback regarding how G5 could be improved suggests keeping it simple and including the ability to upload charts, graphs and/or PDF files. Program specific questions for Javits suggests frequency of communication and the quality of information or feedback received from Javits program staff needs improvement; both are rated 62 by respondents. Making these types of improvements in response to grantee feedback is a great way to build upon the impressive initial satisfaction measurement for Javits respondents.

# Contact Information

**FEDERAL CONSULTING GROUP**
Jessica Reed
Director

Theresa Spriggs
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

SWEDEN - Stockholm
ITALY - Milan
CHINA - Shanghai

# Appendix A: Questionnaire

# U.S. Department of Education
# 2018 Grantee Satisfaction Survey

**Introduction**

The Department of Education (ED) is committed to serving and satisfying its customers. To this end, we have commissioned the CFI Group, an independent third-party research group, to conduct a survey that asks about your experience as a grant recipient of the **[GRANT PROGRAM]** and the ways we can improve our service to you.

CFI Group and ED will treat all information in a secure fashion. Your answers are voluntary, but your opinions are very important. Your responses will remain anonymous and will only be reported in aggregate to ED personnel. This survey is authorized by the U.S. Office of Management and Budget Control No. 1090-0007 and will take about 15 minutes to complete.

If you have any questions about this survey, please contact Blanca Rodriguez at blanca.rodriguez@ed.gov.

*Please note that ALL questions on this survey (unless noted otherwise) refer to your experiences over the PAST 12 MONTHS.*

**Program**

**NOTE: THE FOLLOWING QUESTION WILL HAVE THE RESPONSE AUTOMATICALLY "PIPED IN" FROM THE RESPONDENT LIST. THE RESPONDENT WILL NOT SEE THE QUESTION Q1. THIS INFORMATION WILL DETERMINE THE APPROPRIATE CORE AND CUSTOM QUESTIONS THE RESPONDENT WILL RECEIVE.**

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

Q1. PROGRAM RESPONDENTS WILL BE ANSWERING QUESTIONS FOR:

**Office of English Language Acquisition (OELA)**

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

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

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

**Office of Chief Financial Officer (OCFO)**

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

**Office of Postsecondary Education (OPE)**

6. Developing Hispanic Serving Institutions
7. Centers for International Business Education
8. Strengthening Institutions Program
9. Hispanic-Serving Institutions - Science, Technology, Engineering, or Mathematics and Articulation Programs
10. Upward Bound Program

**Office of Special Education Programs (OSEP)**

11. IDEA-State Directors of Special Education (Part B)
12. IDEA-Part C Infants and Toddlers with Disabilities Program

**Office of Elementary and Secondary Education (OESE)**

13. Improving Teacher Quality State Grants
14. 21st Century Community Learning Centers
15. Payments for Federal Property (Section 7002)
16. Payments for Federally Connected Children (Section 7003)
17. Striving Readers
18. High School Equivalency Program (HEP) – Migrant Education
19. Project Prevent
20. Indian Education Formula Grants to Local Education Agencies (LEAs)
21. Migrant Education Programs (Title I, Part C)
22. Education for Homeless Children and Youth Grants for State and Local Activities/ McKinney-Vento Education for Homeless Children and Youth Program
23. Student Support and Academic Enrichment
24. Improving Basic Programs Operated by Local Educational Agencies – Title I
25. English Language Acquisition State Grants (Title III State Formula Grants)
26. Neglected and Delinquent State and Local Agency Programs

27a. School Climate Transformation Grants/State Department of Education
27b. School Climate Transformation Grants/Local Education Agency
28a. Rural Education Achievement Program (REAP)/Rural and Low Income School (RLIS) Program
28b. Rural Education Achievement Program (REAP)/Small, Rural School Achievement (SRSA) Program

29. Alaska Native Education Program
30. Innovative Approaches to Literacy
31. Demonstration Grants for Indian Children/Special Projects Demonstration Grants
32. College Assistance Migrant Program (CAMP)
33. Grants for State Assessments
34. Javits Gifted and Talented Students Education Program

When answering the survey, please only think about your interactions with [**GRANT PROGRAM**].

**ED Staff**
**[INTRO IF Q1=1-5, 11-34]**

Please think about the interactions you have had with senior **[PROGRAM OFFICE]** officers (e.g. the Director of the program office that administers this grant program). [NOTE: Many of the customized questions ask about satisfaction with your individual program officer.]

**[DO NOT ASK OSEP (programs 12-13) RESPONDENTS] PLEASE NOTE: This does not include technical assistance to states to build state capacity to implement education reforms, such as regional labs, national associations, contractors, etc.**

**[INTRO IF Q1=6-10]**

Please think about the interactions you have had with senior **[PROGRAM OFFICE]** officers (e.g. the Director of the Office that administers this grant program). [NOTE: Many of the customized questions ask about satisfaction with your individual program officer.]

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

**[Q2-5 ALL PROGRAMS]**

On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the senior **[PROGRAM OFFICE]** officers' and/or other **[PROGRAM OFFICE]** staff's:

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

Q2. Knowledge of relevant legislation, regulations, policies, and procedures

Q3. Responsiveness to your questions

Q4. Accuracy of responses

Q5. Sufficiency of legal guidance in responses

Q6. [DO NOT ASK OSEP PROGRAMS OR PROGRAMS 15,16] Consistency of responses with the **[PROGRAM OFFICE]** staff from different program offices

Q7. **[DO NOT ASK PROGRAMS 15,16]** Collaboration with other **[PROGRAM OFFICE]** programs or offices in providing relevant services

Q8. **[ASK IF Q7<6]** Please identify a good example of collaboration across programs and/or offices that you would offer as a model for the **[PROGRAM OFFICE]**.

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

**[Q9-14 NOT ASKED OF THE FOLLOWING PROGRAMS: 2,11,12,15,16,18,19,20,27b,28b,29,30,31,32,34]**

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

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

Q10. Please rate the extent to which the technical assistance services provided by ED STAFF have helped build your state capacity to implement education reforms like those listed below.Use a 10-point scale where "1" is "No impact" and "10" is "Very high impact".

- **Priority 1** - Empowering Families and Individuals to Choose a High-Quality Education that Meets Their Unique Needs.
- **Priority 2** - Promoting Innovation and Efficiency, Streamlining Education with an Increased Focus on Improving Student Outcomes, and Providing Increased Value to Students and Taxpayers.
- **Priority 3** - Fostering Flexible and Affordable Paths to Obtaining Knowledge and Skills.
- **Priority 4** - Fostering Knowledge and Promoting the Development of Skills that Prepare Students to be Informed, Thoughtful, and Productive Individuals and Citizens.
- **Priority 5** - Meeting the Unique Needs of Students and Children with Disabilities and/or those with Unique Gifts and Talents.
- **Priority 6** - Promoting Science, Technology, Engineering, or Math (STEM) Education, With a Particular Focus on Computer Science.
- **Priority 7** - Promoting Literacy.
- **Priority 8** - Promoting Effective Instruction in Classrooms and Schools.
- **Priority 9** - Promoting Economic Opportunity.
- **Priority 10** - Protecting Freedom of Speech and Encouraging Respectful Interactions in a Safe Educational Environment.
- **Priority 11** - Ensuring that Service Members, Veterans, and Their Families Have Access to High-Quality Educational Options.

Here are examples of technical assistance that ED STAFF might provide: non-regulatory guidance; frequently asked questions (FAQs); non-regulatory guidance/FAQ addenda; help desk; listserv; outreach; training (webinars, Director meetings, conference workshops); consultative services (teleconferences, on-site meeting, video conferences); peer-to-peer information sharing among grantees.

Q11. Please rate the extent to which the technical assistance services provided by ED-FUNDED TECHNICAL ASSISTANCE PROVIDERS have helped build your state capacity to implement education reforms. Use a 10-point scale where "1" is "No impact" and "10" is "Very high impact".

Examples of ED-funded technical assistance providers:

- Regional labs
- Comprehensive centers
- Equity assistance centers
- National associations
- ED-funded contractors

Here are examples of technical assistance that ED-FUNDED TECHNICAL ASSISTANCE PROVIDERS might offer: training (webinars, workshops, and conferences); consultative services (teleconferences, on-site meetings, video conferences); facilitation services; providing experts to teach skills and advise in their areas of specialization.

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

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

Q13. Higher quality implementation of this program.

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

**[Q15-20 ALL PROGRAMS]**

**Online Resources**

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

Q15. Ease of finding materials online

Q16. Ease of submitting information to the **[PROGRAM OFFICE]** via the web (e.g., grant applications, annual reports, and accountability data)

Q17. Freshness of content

Q18. Ability to accomplish what you want on the site

Q19. Ease of reading the site

Q20. Ease of navigation

**[Q21-22 ALL PROGRAMS]**

**Technology**

Q21. Now think about how the **[PROGRAM OFFICE]** uses technology (e.g., conference calls, video-conferencing, web conferencing, and listservs) to deliver its services to you. On a 10-point scale, where "1" is "Not very effective" and "10" is "Very effective," please rate the **[PROGRAM OFFICE]**'s effectiveness in using technology to deliver its services.

Q22. **[ASK IF Q21<6]** Please describe how the **[PROGRAM OFFICE]** could better use technology to deliver its services.

Q23. [DO NOT ASK PROGRAMS 7,15,16,28b] Think about how the **[PROGRAM OFFICE]** is working with the states and local education agencies (LEAs) to develop an automated process to share accountability information. Please rate the quality of this assistance from the **[PROGRAM OFFICE]**. Use a 10-point scale where "1" is "Poor" and "10" is "Excellent."

Q24. [DO NOT ASK PROGRAMS 7,15,16,28b] How effective has this automated process been in improving your state/LEA reporting? Please use a 10-point scale where "1" is "Not very effective" and "10" is "Very effective."

Q25. What reporting system do you use for reporting accountability data? [PN: Make Multiselect]

1. EDEN/ED*Facts*
2. G5
3. Other electronic system (specify)
4. Do not use electronic system, submit hard copy

**[PROGRAMS 3 AND 4 SKIP ENTIRE G5 SECTION – Qs 26-38]**
**[ASK Q26-Q28 IF Q25='G5' AND PROGRAM NOT EQUAL TO 13,20,22,23,24,25,27b,33]**
**The Department is looking for insights on the Grants Management System (G5). By providing your feedback and ratings of the G5 system, the Department can understand how first-hand users experience G5 and how improvement efforts can maximize its usability in the future.**

Q26. Here are examples of technical assistance that the G5 HelpDesk staff may provide. In the past 12 months, how often did you contact the G5 HELPDESK for assistance related to: (these will be rated Never, Once or Twice, Occasionally, Regularly) [PN: INCLUDE Not Applicable OPTION]

a. Unlocking your G5 account
b. Reactivating your G5 account
c. Viewing a Grant Award Notification
d. Requesting funds from a grant award
e. Submitting a refund to a grant award
f. Accessing, working on or submitting a Performance Report
g. Working in G5 as a peer reviewer (setting up a reviewer profile; or accessing, working on or submitting a Technical Review Form)
h. Creating a G5 account for the first time or adding a role to an existing account
i. Submitting a grant application through G5
j. Updating key personnel

Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you. (Open end)

Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend to improve the G5 HELPDESK delivery of service?

**Performance Report Submission**

Q29. **[DO NOT ASK OF PROGRAMS 13,14,15,16,18,20,22,23,24,25,26,27b,28a,28b,32,33]** Think about how your grant is currently submitting accountability data using the G5 Grants Management System. How efficient is the G5 system for completing and submitting a performance report? On a scale of 1 to 10 where "1" is "Not Very Efficient" and "10" is "Very Efficient," rate your experience submitting the performance report.

Please think about your experience using the G5 Grants Management System. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the:

Q30. Ease of finding FAQs and self-help guidance to complete your specific task in the G5 system
Q31. **[DO NOT ASK OF PROGRAMS 13,14,15,16,18,20,22,23,24,25,26,27b,28a,28b,32,33]**Ease of accessing and submitting a performance report
Q32. Ease of a Field Reader accessing a panel review, reviewing applications; and entering and submitting comments on a Technical Review Form
Q33. Effectiveness of G5 instructions to help you locate what you need
Q34. Ability to accomplish what you want on the site
Q35. Visual appearance of the G5 pages
Q36. Ease of navigation

Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above (open ended).

Q38. **[DO NOT ASK OF PROGRAMS 7,13,14,15,16,18,20,22,23,24,25,26,27b,28a,28b,32,33]** How can the Performance report (data accountability) submission in G5 be improved?

Q39. How much of a reduction in federal paperwork do you expect over the next few years because of the **[PRINCIPAL OFFICE]**'s initiative to promote the use of technology in reporting accountability data (e.g. EDEN/ED*Facts*)? Please use a 10-point scale where "1" is "Not very significant" and "10" is "Very significant."

**[ASK Q40-Q44 IF Q1=1-5, 11-34]**

**Documents**

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

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

Q40. Clarity

Q41. Organization of information

Q42. Sufficiency of detail to meet your program needs

Q43. Relevance to your areas of need

Q44. Comprehensiveness in addressing the scope of issues that you face

**[ASK Q45-Q54 IF Q1=6-10]**
When you were preparing your application, how easy was it for you to locate and understand the information in the application package? Please rate the following on a scale from "1" to "10", where "1" is "very difficult" and "10" is "very easy".

Q45. Program Purpose

Q46. Program Priorities

Q47. Selection Criteria

Q48. Review Process

Q49. Budget Information and Forms

Q50. Deadline for Submission

Q51. Dollar Limit on Awards

Q52. Page Limitation Instructions

Q53. Formatting Instructions

Q54. Program Contact

**[ASK Q55-58 ONLY TO ALL TO ALL OESE PROGRAMS Q1=13-34]**

Q55. **[DO NOT ASK PROGRAMS 15,16]** How effective have the Office of Elementary and Secondary Education's (OESE's) technical assistance services been in helping you learn to implement your OESE-funded grant programs? Please use a 10-point scale where "1" is "Not very effective" and "10" is "Very effective."

Q56. **[DO NOT ASK PROGRAMS 15,16]** How useful have OESE's technical assistance services been in serving as a model that you can replicate with your subgrantees? Please use a 10-point scale where "1" is "Not very useful" and "10" is "Very useful." If you do not have subgrantees or this does not apply, please select "Not applicable."

Q57. Describe your <u>best</u> customer service experience during the past 12 months with the ED staff who work on this program. (Open end)

Q58. Describe your <u>worst</u> customer service experience during the past 12 months with the ED staff who work on this program. (Open end)

**[Q59-Q61 ALL PROGRAMS]**

**ACSI Benchmark Questions**

*Now we are going to ask you to please consider ALL of **[PROGRAM OFFICE]**'s products and services.*

Q59. Using a 10-point scale on which "1" means "Very dissatisfied" and "10" means "Very satisfied," how satisfied are you with **[PROGRAM OFFICE]**'s products and services?

Q60. Now please rate the extent to which the products and services offered by **[PROGRAM OFFICE]** have fallen short of or exceeded your expectations. Please use a 10-point scale on which "1" now means "Falls short of your expectations" and "10" means "Exceeds Your expectations."

Q61. Now forget for a moment about the products and services offered by the **[PROGRAM OFFICE]**, and imagine the ideal products and services. How well do you think the **[PROGRAM OFFICE]** compares with that ideal? Please use a 10-point scale on which "1" means "Not very close to the ideal" and "10" means "Very close to the ideal."

Now please indicate the degree to which you agree or disagree with the following statement.

Q62. Overall, when I think of all of the **[PROGRAM OFFICE]**'s products and services, I am satisfied with their quality.

a. Strongly agree
b. Agree
c. Disagree
d. Strongly disagree
e. Does not apply

**Closing**

Q63. In the past 6 months, have you issued a formal complaint to the office that administers your grant to express your dissatisfaction with the assistance you've received from a staff member?

a. Yes
b. No

Q64. Please describe how the **[PROGRAM OFFICE]** can improve its service to you.

**NOTE: EACH RESPONDENT WILL ONLY RECEIVE 1 SET OF CUSTOM QUESTIONS CONCERNING THEIR PROGRAM**

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

---

**After custom question section DISPLAY:** Thank you again for your time. To complete the survey and submit the results, please hit the "Finish" button below. Have a good day!

**ONLY IF Q1=1 NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL PROGRAM ASK 1-10 BELOW**

1. How often do you receive monitoring and/or technical assistance support from your program officer?
    a. At least weekly
    b. Monthly
    c. Quarterly
    c. Yearly

2. On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how helpful is that monitoring and/or technical assistance?

3. How often do you visit the OELA ed.gov website (http://www2.ed.gov/about/offices/list/oela/index.html)?
    a. Daily
    b. Weekly
    c. Monthly
    d. Every few months
    e. Never

4. On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how useful is the OELA ed.gov website?

5. How often do you visit the National Clearinghouse for English Language Acquisition (NCELA) website or use the NEXUS newsletter?
    a. Daily
    b. Weekly
    c. Monthly
    d. Every few months
    e. Never

6. On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how useful is the NCELA website and the NEXUS newsletter?

7. How often do you visit the OELA Facebook page?
    a. Daily
    b. Weekly
    c. Monthly
    d. Every few months
    e. Never

8. On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how useful is the OELA Facebook page?

9. What, if any, improvements have you seen in OELA over the last year? (open end)

10. What recommendations do you have of the program staff to assist you in administering your grant effectively? (open end)

**ONLY IF Q1=2 National Professional Development Program ASK 1-10 BELOW**

1. How often do you receive monitoring and/or technical assistance support from your program officer?
    a. At least weekly
    b. Monthly
    c. Quarterly
    c. Yearly

2. On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how helpful is that monitoring and/or technical assistance?

3. How often do you visit the OELA ed.gov website (http://www2.ed.gov/about/offices/list/oela/index.html)?
    a. Daily
    b. Weekly
    c. Monthly
    d. Every few months
    e. Never

4. On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how useful is the OELA ed.gov website?

5. How often do you visit the National Clearinghouse for English Language Acquisition (NCELA) website or use the NEXUS newsletter?
    a. Daily
    b. Weekly
    c. Monthly
    d. Every few months
    e. Never

6. On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how useful is the NCELA website and the NEXUS newsletter?

7. How often do you visit the OELA Facebook page?
    a. Daily
    b. Weekly
    c. Monthly
    d. Every few months
    e. Never

8. On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how useful is the OELA Facebook page?

9. What, if any, improvements have you seen in OELA over the last year? (open end)

10. What recommendations do you have of the program staff to assist you in administering your grant effectively? (open end)

**ONLY IF Q1=3 Adult Education and Family Literacy to the State Directors of Adult Ed (AEFLA) ASK 1-8 BELOW**

1. Think about the National Reporting System as a way to report your state's performance data to OCTAE. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the NRS's ease of reporting using the NRS Web-based system.

2. Think about the training offered by OCTAE through its contract to support the National Reporting System (NRS). On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the usefulness of the training.

Think about the national meetings and conference offered by OCTAE. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent", please rate the information provided at these conferences and institutes on the following:

3. Being up-to-date
4. Relevance of information
5. Usefulness to your program

Think about the national activities offered by DAEL. On a 10-point scale, where "1" is," Poor" and "10" is "Excellent," please rate the activities on the following:

6. Usefulness of the products in helping your state meet AEFLA program priorities.

7. How well does the technical assistance provided through the national activities address your program priorities and needs? Please use a 10-point scale where "1" means "does not address needs very well" and "10" means "addresses needs very well."

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

**ONLY IF Q1= 4 Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed ASK 1-10 BELOW**

1. Think about the Consolidated Annual Report (CAR) as a way to report your state's performance data to OCTAE. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the CAR's user friendliness.

If you were monitored by OCTAE within the last year, think about the federal monitoring process as it relates to your Perkins grant. On a 10-point scale, where "1" is "Not very effective" and "10" is "Very effective," please rate the effectiveness of the federal monitoring process in:

2. Identifying and correcting compliance issues in your state
3. Helping you to improve program quality

Think about your formal interactions with OCTAE last year. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the effectiveness of these sessions in helping you to improve your Perkins administration, implementation, and accountability systems.

4. Office Hours
5. New State Director's Orientation
6. Quarterly State CTE Directors Webinars
7. Personal Communications (telephone calls and e-mail correspondence)

8. Think about the Perkins Collaborative Resource Network (PCRN) administered by OCTAE. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate PCRN's usefulness to your program.

9. Think about the Perkins State Plan Portal as a means to submit your annual revisions, budgets, and performance levels. On a 10-point scale, where 1" is "Poor" and "10" is "Excellent," please rate the user-friendliness of the portal.

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

**ONLY IF Q1=5 Indirect Cost Group/Financial Improvement Operations (ICG/FIO)**

For questions 1-4, please answer on the following scale: 1- Always, 2- Most of the time, 3-Sometimes and 4- Never

1. Did the cost negotiator demonstrate knowledge of applicable regulations and guidance regarding indirect cost rates?

2. Did the cost negotiator provide timely responses to request for technical assistance (i.e., general and indirect proposal specific questions)?

3. Were timely indirect cost rates issued for an adequate indirect cost rate proposal?

4. Was the cost negotiator professional and courteous during the indirect cost rate proposal review?

5. What is the experience level of your staff preparing the indirect cost rate proposal?
   a. Inexperienced – Less than 2 years
   b. 2-4 years
   c. 5-7 years
   d. More than 7 years

6. Please rank the top six indirect cost areas that would be most beneficial to your staff's training needs?
   a. Preparation of the Indirect Cost rate proposal
   b. Restricted Rate Calculations
   c. Subawards and Subcontracts
   d. Subrecipient Indirect cost rates
   e. Exclusions
   f. Calculations of LEA Indirect rates
   g. Other, please specify (PN: "Other" not required in ranking)

7. Have your indirect cost proposals been submitted timely by the due date of six months after the end of the fiscal year?
   a. Yes
   b. No
   If no, please explain the reason why.

8. Has the indirect cost group provided the technical assistance needed during reviews when the required documentation was not submitted in the original submission?
   a. Yes
   b. No
   If no, please explain the reason why.

9. [IF Q8=YES] how satisfied were you with the timeliness of our services?
   a. Satisfied
   b. Very Satisfied
   c. Extremely Satisfied

10. Nonprofits only: Have you had your indirect cost review performed based on our low risk procedures and if so, how timely was the issuance of the indirect cost rate agreement?
    a. Within 30 to 60 days from receipt of proposal

b. Within 60 to 90 days from receipt of proposal
c. Within 90 to 120 days from receipt of proposal
d. Question does not apply to me

11. During a site visit, did your staff receive sufficient technical guidance and answers to their questions which resulted in better understanding of the indirect cost process and review?
    a. Yes
    b. No
    c. N/A

12. If the most recent indirect cost rate agreement was not received in a timely manner, did your organization contribute to the delay in any of the following ways?
    a. The organization was unable to respond to the Cost Negotiator's inquiries due to other priorities within your organization.
    b. The organization was understaffed during the time of the most recent indirect cost rate proposal review or had new staff needing assistance from management on their responses.
    c. All of the above
    d. Not applicable

13. How would your organization rate the customer service received during a desk review or site review conducted by the Indirect cost group negotiators?
    a. Excellent
    b. Good
    c. Fair
    d. Poor

14. How can the indirect cost group partner with your organization in assuring that submissions are complete and submitted on time and indirect cost rate agreements are issued timely?

**ONLY IF Q1=6 Developing Hispanic Serving Institutions ASK 1-12 BELOW**

1. How long have you been working on the current grant? (Choose one that most closely approximates the amount of time.)
   a. Less than one year
   b. 1-2 years
   c. 2-3 years
   d. 3-4 years
   e. 4 or more years

Think about your experience with receiving technical assistance from the Hispanic Serving Institutions Division. On a 10-point scale where "1" means poor and "10" means excellent please rate the Hispanic Serving Institutions Division according to the following:

2. Responsiveness to questions
3. Knowledge of relevant legislation, regulations, policies and procedures
4. Ability to resolve issues
5. Use of clear and concise written and verbal communication
6. Timely resolution of general programmatic and/or financial issues

7. Which best describes how often you interact with **Hispanic Serving Institution** Division staff?
   a. Daily
   b. Weekly
   c. Monthly
   d. A few times a year
   e. Once a year
   f. Less than once a year

8. When you interact with Hispanic Serving Institution Division Staff what is the quality of the customer service provided to you?
   a. Excellent
   b. Very Good
   c. Average
   d. Fair
   e. Poor

9. What type of support from the program office would help you implement your grant? (open end)

10. Please provide at least one specific suggestion for how we can improve this program. (open end)

11. Please provide at least one example how this grant is making a positive contribution towards achieving the mission of the institution. (open end)

12. Please provide at least one example of how the grant increases student persistence toward degree attainment. (open end)

**ONLY IF Q1=7 Centers for International Business Education ASK 1-6 BELOW**

1. In considering the support you have received from the U.S. Department of Education (ED) CIBE staff responsible for overseeing your grant, please indicate whether service/support in the following areas.
   (1) Exceeds expectations—provides greater than anticipated levels of support
   (2) Meets expectations—provides anticipated levels of support
   (3) Does not meet expectations—provides lower than anticipated levels of support
   If Not applicable—services not requested, please select "N/A".
   a. Timeliness to answering questions
   b. Knowledge of relevant legislation, regulations, policies and procedures
   c. Ability to resolve your issue
   d. Use of clear and concise written and verbal communication
   e. Providing reliable and accurate technical assistance
   f. International Resource Information System (IRIS) Help Desk response
   g. IRIS System User Manuals
   h. IRIS Frequently Asked Questions

2. Have you utilized the CIBE performance data that is publically available on the IRIS website (https://iris.ed.gov)?
   a. Yes
   b. No

   **[If Q2 = yes, ask Q3: If Q2=No, skip to Q4]**
3. If yes, does the quality of the data:
   a. Exceeds expectations—provides greater than anticipated levels of support
   b. Meets expectations—provides anticipated levels of support
   c. Does not meet expectations—provides lower than anticipated levels of support
   d. Is not useful—provides no support

4. What additional service could the program provide that would help you? (Check all that apply.)
   a. Post more information online
   b. Post sample applications online
   c. Post frequently asked questions online
   d. Offer webinars with technical assistance on program requirements
   e. Offer webinars on reporting through IRIS
   f. Share more program performance data from other centers
   g. Other (please specify)

5. Are the CIBE selection criteria still relevant for identifying institutions of higher learning that strengthen curriculum development, research, and training on issues of importance to U.S. trade and competitiveness?
   a. Yes
   b. No

   **[If Q5=No, ask Q6]**
6. Please list suggestions for future selection criteria.

**ONLY IF Q1=8 Strengthening Institutions Program ASK 1-12 BELOW**

1. Think about your experience with receiving technical support from the Strengthening Institutions Program (SIP) Division staff. On a 10-point scale where "1" means "poor" and "10" means "excellent" please rate the SIP staff according to the following:

    a. Responsiveness to questions
    b. Knowledge of relevant legislation, regulations, policies, and procedures
    c. Ability to resolve issues
    d. Use of clear and concise written and verbal communication
    e. Timely resolution of general programmatic and/or financial issues

2. Overall were you satisfied with the service provided by the representative?

3. On a 10-point scale, where "1" means "poor" and "10" means "excellent," please rate the quality of:
    a. Post-award guidelines
    b. Performance reports (base your answer on the extent of data collection, analysis and reporting required and the relevance of data and analyses to your project activities and outcomes).

4. Briefly describe the reason(s) for your rating of the above listed post award guidelines and the performance reports. (Open end)

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

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

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

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

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

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

11. Over the <u>last year</u> of your current grant, have you received consistent information from the **SIP** Program Office?
    a. Yes
    b. No

12. Please explain your response to question 11. (Capture verbatim response)

**ONLY IF Q1=9 Hispanic-Serving Institutions - Science, Technology, Engineering, or Mathematics and Articulation Programs ASK 1-12 BELOW**

1. How long have you been working on the current grant?
   (Choose one that most closely approximates the amount of time.)
   a. Less than one year
   b. 1-2 years
   c. 2-3 years
   d. 3-4 years
   e. 4 or more years

Think about your experience with receiving technical assistance from the Hispanic-Serving Institutions - Science, Technology, Engineering, or Mathematics and Articulation Programs. On a 10-point scale where "1" means poor and "10" means excellent please rate the Hispanic Serving Institutions Division according to the following:

2. Responsiveness to questions
3. Knowledge of relevant legislation, regulations, policies and procedures
4. Ability to resolve issues
5. Use of clear and concise written and verbal communication
6. Timely resolution of general programmatic and/or financial issues

7. Which best describes how often you interact with Hispanic-Serving Institutions - Science, Technology, Engineering, or Mathematics and Articulation Programs staff?
   a. Daily
   b. Weekly
   c. Monthly
   d. A few times a year
   e. Once a year
   f. Less than once a year

8. When you interact with Hispanic-Serving Institutions - Science, Technology, Engineering, or Mathematics and Articulation Programs Staff what is the quality of the customer service provided to you?
   a. Excellent
   b. Very Good
   c. Average
   d. Fair
   e. Poor

9. What type of support from the program office would help you implement your grant? (open end)

10. Please provide at least one specific suggestion for how we can improve this program. (open end)

**ONLY IF Q1=10 Upward Bound ASK 1-8 BELOW**

1. In interacting with the U.S Department of Education (ED) Upward Bound (UB) program specialist responsible for overseeing your grant, please rate service/support in the following areas on a 1 to 10 scale where 1 means Poor and 10 means Excellent. If a service area does not apply, please select "N/A".
   a. Knowledge of relevant legislation, regulation, policies and procedures, including updated programmatic knowledge as necessitated by HEOA (Higher Education Opportunity Act).
   b. Responsiveness to your inquiries (by email, telephone, letter etc.).
   c. Ability to assist you in interacting with institutional officials, if necessary in the resolution of critical internal programmatic issues.
   d. Knowledge of the annual performance report.
   e. Ability to assist with questions about the completion and submission of the report.
   f. Processing of administrative action request, including change in key personnel and budget revisions, within 30 days.

2. In interacting with the U.S Department of Education (ED) Upward Bound (UB) program specialist responsible for overseeing your grant, please rate the service /support in the following areas on a 1 to 10 scale where 1 means Poor and 10 means Excellent. If you did not receive information or feedback in an area please select "N/A".
   a. Compliance Issues
   b. Fiscal Issues
   c. Grant Management Issues
   d. Evaluation Issues
   e. No-Cost Extension Issues
   f. Annual Performance Report
   g. Project Director's Meeting at COE

3. In interacting with the U.S Department of Education (ED) Upward Bound (UB) program Annual Performance Report (APR) helpdesk responsible for assisting you with technical issue on the website, please rate the service /support in the following areas, again using a 1 to 10 scale.
   a. Assistance with technical Issues
   b. Assistance with the website

4. On a 10-point scale, where "1" is "poor " and "10" is "excellent", please rate the technical assistance provided by the program specialist assigned to your grant on the following:
   a. Technical Assistance
   b. Timeliness of responses
   c. Clarity of information
   d. Usefulness to the program

5. Think about your experience seeking information from the Upward Bound Program website http://www2.ed.gov/programs/trioubpound/index.html. Using a 10 point scale, where "1" is poor and "10" is excellent; please rate the website on the following:
   a. Organization of information
   b. User friendliness

6. Do you have any suggestions for simplifying the Annual Performance Report process?

7. How frequently would you like to have in-person meetings, webinars or other means of technical assistance?
    a. Quarterly
    b. Annually
    c. Bi-annually
8. Please name area(s) in the Upward Bound program that the technical assistance or individualized support received helped you improve?

**ONLY IF Q1=11 IDEA - State Directors of Special Education (Part B) ASK 1-17 BELOW**

1. How often do you receive technical assistance and support from your State lead?
   a. At least weekly
   b. Monthly
   c. Quarterly
   d. Yearly
   e. My State Lead does not contact me

**Assistance from OSEP Staff and other Professional Resources**
Think about the technical assistance and support provided by state Contacts from the Monitoring and State Improvement Planning (MSIP) Division of the Office of Special Education Programs (OSEP). On a 10-point scale, where "1" is poor and "10" is excellent, please rate the staff's:

2. Clarity of information received in developing your state's applications, annual performance reports and other required submissions

3. Timeliness of responses (i.e., returning phone calls; responding to emails; forwarding to others when appropriate)

4. What improvements can you suggest regarding support from MSIP state contacts?

Think about the types of technical assistance and support provided by OSEP such as Dear Colleague letters, Question and Answer documents, MSIP monthly TA calls, OSEP-Director's newsletter, topical webinars, etc.

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

6. Which types of assistance were least helpful?

How often do you access the following resources to support your efforts to implement practices based on evidence in your state? (Please use a 10-point scale in which "1" means "Never" and "10" means "Very frequently")

7. An OSEP-funded TA provider
8. An Education Department-funded TA provider (funded by an office other than OSEP)
9. Professional associations (including conferences, listservs, and publications)
10. Conferences where research is presented
11. Books
12. Journal Articles
13. Personal interaction with peers
14. IDEAS that work website
15. The Department's new IDEA website
16. osep.grads360.org

17. Describe the impact it might have on the State if OSEP were to fully automate the IDEA formula grant submission and approval process. (Open end)

**ONLY IF Q1=12 IDEA-Part C Infants and Toddlers with Disabilities Program ASK 1-17 BELOW**

**Assistance from OSEP Staff**

Think about the technical assistance and support provided by state contacts from the Monitoring and State Improvement Planning (MSIP) Division of the Office of Special Education Programs (OSEP). On a 10-point scale, where "1" is poor and "10" is excellent, please rate the staff's:

1. How often do you receive technical assistance and support from your State lead?
   a. At least weekly
   b. Monthly
   c. Quarterly
   d. Yearly
   e. My State Lead does not contact me

2. Clarity of information received in developing your state's applications, annual performance reports and other required submissions.

3. Timeliness of responses (i.e., returning phone calls; responding to emails; forwarding to others when appropriate)

4. What improvements can you suggest regarding support from MSIP state contacts?

Think about the types of technical assistance and support provided by OSEP such as Dear Colleague letters, Question and Answer documents, MSIP monthly TA calls, OSEP-Director's newsletter, topical webinars, etc.

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

6. Which types of assistance were least helpful?

How often do you access the following resources to support your efforts to implement practices based on evidence in your state? (Please use a 10-point scale in which "1" means "Never" and "10" means "Very frequently")

7. An OSEP-funded TA provider
8. An Education Department-funded TA provider (funded by an office other than OSEP)
9. Professional associations (including conferences, listservs, and publications)
10. Conferences where research is presented
11. Books
12. Journal Articles
13. Personal interaction with peers
14. IDEAS that work website
15. The Department's new IDEA website
16. osep.grads360.org

17. If OSEP were to fully automate the IDEA formula grant submission and approval process, how helpful would that be to the State? Please use the scale below where 0 is Not Helpful and 5 is Very Helpful.

**ONLY IF Q1=13 Improving Teacher Quality State Grants ASK 1-10 BELOW**

**Customer Service**

Think about the support you have received from the Office of State Support (OSS) program staff regarding [**PROGRAM NAME from Q1**] (e.g., responses to State questions, assistance meeting program requirements, connecting you to resources). On a scale from 1 to 10, where "1" is not very effective and "10" is very effective, please rate the effectiveness of OSS program staff in supporting your State's implementation of [**PROGRAM NAME from Q1**]:

1. Provides timely responses to State requests and questions
2. Demonstrates understanding of my State's specific context (e.g., educational policies and priorities, governance structure, etc.)
3. Provides assistance that enhances my capacity to implement [**PROGRAM NAME from Q1]**

**Implementation Support**

Think about your participation in OSS performance review and technical assistance activities (e.g., quarterly progress checks, fiscal review, consolidated state performance report, grantee meetings, collaboration calls, communities of practice). On a scale from 1 to 10, where "1" is not very effective and "10" is very effective, please rate the effectiveness of these activities to support your State in implementation of [**PROGRAM NAME from Q1**].

4. Helps my State assess how well we are accomplishing [**PROGRAM NAME from Q1**] goals
5. Provides support that is responsive to my State's needs to implement [**PROGRAM NAME from Q1**]
6. Helps my State address grant implementation challenges
7. Provides information about key changes to requirements (e.g., provisions under ESSA, dear colleague letters, flexible uses of funds)
8. Supports the establishment and strengthening of cross-program connections and coordination within my State

Think about services offered by OSS in the previous year (e.g., opportunities for peer learning, collaboration calls, grantee meetings, communities of practice, webinars, publication of non-regulatory guidance , support transitioning to the *Every Student Succeeds Act*, review of State Plans) to support your State's implementation of [**PROGRAM NAME from Q1].**

9. What services provided by OSS have been most helpful or effective? (Please cite specific examples) (open ended)

10. How can OSS services be improved over the next year to better meet the needs of your State as you implement [**PROGRAM NAME from Q1**]? (Please cite specific recommendations) (open ended)

**ONLY IF Q1=14 21st Century Community Learning Centers ASK 1-10 BELOW**

1. How long have you served as the 21st CCLC State Director?

    a. Less than two years
    b. More than two years
    c. I am not the state director but I have served in a leadership (decision-making) capacity for this program for less than two years.
    d. I am not the state director but I have served in a leadership (decision-making) capacity for this program for more than two years.

2. Please rate the knowledge of the U.S. Department of Education staff on 21st CCLC program grant administration issues and on program administration issues as they assist the states. Please use a 10-point scale with "1" being Poor and "10" being Excellent.

3. Rate the effectiveness of the 21st CCLC program's national leadership conferences, meetings, and technical assistance webinars that are sponsored by the US Department of Education staff and contracted staff on a 10-point scale, where "1" is "Poor" and "10" is "Excellent."
    a. SEA Coordinator's meeting
    b. Webinar on April 21st
    c. Webinar on Evaluation
    d. Webinar on Sustainability
    e. Y4Y Technical Assistance
    f. 21st CCLC Preconference
    g. New Director's Tool Kit

4. For any event that you rated less than 10, please provide the name of the event and tell us what improvements we can make to increase the effectiveness for you. (Open-ended)

5. How helpful is the information and guidance provided to you by the US Department of Education staff and contracted staff in preparing for monitoring activities (monitoring calls, virtual reviews, onsite monitoring reviews? Please use a 10-point scale with "1" being "not very helpful" and "10" being "very helpful".

6. Rate the effectiveness of the 21st CCLC program's information and guidance provided to you by the US Department of Education staff and contracted staff in preparing for monitoring activities on a 10-point scale, where "1" is "Poor" and "10" is "Excellent."
    a. Biannual Monitoring calls
    b. Virtual monitoring reviews
    c. Onsite monitoring reviews
    d. Onsite monitoring technical assistance
    e. New Director's Tool Kit

7. For any activity that you rated less than 10, please provide the name of the activity and tell us what improvements we can make to increase the effectiveness for you. (Open-ended)

8. How likely are you to recommend the 21st CCLC program's *You for Youth* (Y4Y) website at https://y4y.ed.gov/ to your State's grantees as a technical assistance resource? Please use a 10-point scale with "1" being not at all likely and "10" being extremely likely.

9. Would you prefer 21st CCLC program in-person meetings to include SEAs only **OR** SEAs,Center-level staffs, and other entities?

    a. SEAs only
    b. SEAs, center-level staffs, and other entities
    c. Center-level staffs
    d. Other entities

10. What technical assistance topics can the 21st CCLC program provide at meetings to support the states more effectively? (Open-ended)

**ONLY IF Q1=15 Payments for Federal Property (Section 7002) ASK 1-10 BELOW**

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

1. Did you use the written instruction and guidance documents provided for the application?
   a. Yes
   b. No

2. **[IF Q1=a]** On a scale from 1 to 10, where "1" is not very effective and "10" is very effective rate the effectiveness of the documents in helping you complete the application.

3. Did you contact the Impact Aid Program for technical assistance?
   a. Yes
   b. No

**[IF Q3=a, ASK Qs 4-6]** On a scale of "1" to "10", where "1" is "Poor" and "10" is "Excellent"; rate the Impact Aid Program staff's:

4. Responsiveness to answering questions
5. Supportiveness in helping you complete your application
6. Knowledge about technical material

7. Have you attended any Webinars or in person meetings where IAP staff provided you information on the Section 8002 program, application submission, or the review process.
   a. Yes
   b. No

8. **[IF Q7=a]** Did the presentation and/or materials prepared help you understand your responsibilities in submitting data?
   a. Yes
   b. No

8a. **[IF Q8=a]** Please explain. **(Open end)**

9. How was the quality of the interaction with Impact Aid program staff members during the review process? Please use a scale from "1" to "10", where "1" is "Poor" and "10" is "Excellent."

10. What additional communications would you like to receive regarding the status of your application, prior to receiving a payment? **(Open end)**

**ONLY IF Q1=16 Payments for Federally Connected Children (Section 7003) ASK 1-17 BELOW**

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

1. Did you use the written instruction and guidance documents provided for the application?
   c. Yes
   d. No

2. **[IF Q1=a]** On a scale from 1 to 10, where "1" is not very effective and "10" is very effective rate the effectiveness of the documents in helping you complete the application.

3. Did you contact the Impact Aid Program for technical assistance?
   c. Yes
   d. No

4. **[IF Q3=a]** On a scale of 1 to 10, where "1" is poor and "10" is excellent; rate the Impact Aid Program staff's performance in answering your questions and helping you to complete your application.

5. Did you contact the G5 Helpdesk for technical assistance?
   a. Yes
   b. No

6. **[IF Q5=a]** On a scale of 1 to 10, where "1" is poor and "10" is excellent; rate the G5 Helpdesk's performance in resolving your problem.

7. Have you participated in any Webinars or meetings where IAP staff provided you information on the Section 8003 program and the review process?
   a. Yes
   b. No

8. **[IF Q7=a]** Did the presentation and/or materials prepared help you to understand your responsibilities in completing the application or submitting data?
   a. Yes
   b. No

9. **[IF Q8=b]** Please explain. **(Open end)**

10. Has your school district been contacted by the Impact Aid Program in the past year regarding a monitoring or field review of your application?
    a. Yes
    b. No

11. **[IF Q10=a]** Did the letter you received provide sufficient explanation of what and how you need to prepare your documents for the review?
    a. Yes
    b. No

12. **[IF Q11=b]** Please explain. (Open end)

13. Did you receive timely communications regarding the outcome of the review?

a. Yes
b. No

14. **[IF Q13=b]** Please explain. **(Open end)**

Please use a scale from 1 to 10, where “1” is poor and “10” is excellent to rate the Impact Aid staff members on the following.

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

16. Ability to resolve your issue

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

**ONLY IF Q1=17 Striving Readers ASK 1-9 BELOW**

Think about your experience with receiving technical assistance from your SRCL program officer. On a 10-point scale where "1" not very helpful and "10" means very helpful please rate your program officer on:

1. Responsiveness to questions.

2. Timely resolution of general programmatic and financial issues.

3. Use of clear and concise written and verbal communication.

4. The quality of information or feedback received from SRCL program officer.

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

6. Your overall level of satisfaction with the service provided by the program officer.

7. Your satisfaction with the face-to-face SRCL Program Director's National Convening.

8. How helpful is the information and guidance provided to you by the US Department of Education staff and contracted staff (TA Liaisons) in preparing to implement your SRCL grant activities (developing individualized technical assistance plan, responding to issues that arise, etc)?

9. What technical assistance topics can the SRCL program provide during meetings and SRCL Communities of Practice events to support the states more effectively? (Open-ended)

**ONLY IF Q1=18 High School Equivalency Program (HEP) - Migrant Education ASK 1-10 BELOW**

As it relates to the High School Equivalency Program (HEP), please rate the following using a 10 point scale, where "1" means poor and "10" means excellent.

1. Accessibility and responsiveness of program staff

2. Timely resolution of questions by program staff

3. Clarity of information provided by program staff

4. Usefulness and relevance of the strategies for technical assistance (e.g., webinars, policy documents, meetings, conference calls)

5. Usefulness of the updated technical assistance resources pages on the HEP ed.gov website.

6. What additional topics would you like discussed during HEP meetings, webinars, or phone calls to help you implement a high-quality program? (Open end)

7. What could the HEP team do to improve the content of technical assistance? (Open end)

8. What could the HEP team do to improve the structure or format of technical assistance? (Open end)

9. Please share any comments on how the HEP team can better support your work. Please include any ideas that the HEP team may use to better support your work as it relates to your project's specific needs. (Open end)

10. Are there any other federal programs providing you technical assistance in form and/or content the HEP/CAMPteam should consider as a model? (Open end)

**ONLY IF Q1=19 Project Prevent Grant Program ASK 1-7 BELOW**

Think about the one-on-one communication (via phone or email) with your Federal project Officer. On a 10-point scale, where “1” is not very effective and “10” is very effective, please rate your Federal Project Officer on the following:

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

2. Timeliness in returning phone calls and responding to emails

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

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

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

5. Relevance and usefulness to your project and program activities

6. Frequency of communication

7. Use of technology to deliver services

**ONLY IF Q1=20 Indian Education Formula Grants to Local Education Agencies ASK 1-8 BELOW**

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

1. Responsiveness of OIE staff in answering questions and/or information requests.
2. Timeliness of OIE staff in providing information to meet your Title VI application and APR deadlines.
3. Quality of support and technical assistance provided by OIE staff on Title VI program implementation.
4. Comprehensiveness of guidance documents OIE provides, e.g. Getting Started; Frequently Asked Questions, website links and EASIE Community website.

Think about the application process when applying for a grant through the *Electronic Application System for Indian Education* (EASIE). On a 10-point scale, where "1" is poor and "10" is excellent, please rate the EASIE System on the following:

5. Ease of using the EASIE system when applying for a grant.
6. Quality of training via webinars provided by the EASIE system and grant application process.
7. Think about the Title VI formula grant requirements. Select two topics around which you have greatest need for technical assistance:
   a. Establishing parent committees
   b. Expanding membership of parent committees
   c. Verifying student information
   d. Using the EASIE system
   e. Allowable uses of funds
   f. General grant program requirements, deadlines and milestones
   g. Using the G5 system

Open ended questions for your comments:

8. What professional development training or conferences do you or your staff attend locally, regionally or nationally to improve the performance of your programs (i.e. State Conferences, National Associations, Federal Program Conferences, etc.)? (Open end)

9. Over the next year, what can OIE do to better meet your technical assistance and program improvement needs? **(Open end)**

**ONLY IF Q1=21 Migrant Education Program (MEP) -- Title I, Part C ASK 1-7 BELOW**

1a. *If* you are a new MEP Director (new as of May 2014), what technical assistance opportunities have been most helpful for implementing your program?

1b. What could OME add or change to improve technical assistance to new MEP Directors?

The purpose of the Coordination Work Group (CWG) is to meet with the Office of Migrant Education to collect feedback from their respective districts to identify, discuss, and work on program coordination and program implementation issues that directly affect efforts to improve the educational opportunities and academic success of migrant children.

2a. How do you feel about the usefulness of the CWG for collaborating on topics of technical assistance and program operations?

a. I am satisfied with collaboration through the CWG.
b. I am not satisfied with collaboration through the CWG.

2b. **[IF 2a=b]** Please provide specific suggestions to improve collaboration through the CWG. [open end]

3a. Which of this year's technical assistance webinars were most useful to you? **[BI: leave old values in, trend variable]**

a. CSPR Series
b. MSIX: ISA/MOU
c. MSIX: Managing Worklists
d. MSIX: Accounts Management
e. Subgranting
f. Evaluation Exemplars
g. I did not participate in a webinar this year

3b. Please indicate why this webinar was helpful and/or how we could improve our webinars in the future.(open end)

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

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

5. Which resources have you accessed via the RESULTS webpage in the last year? [choice]
    a. Legislation Information
    b. Policy Questions
    c. Tools & Curriculum
    d. Webinars
    e. Stories from the field
    f. State contacts
    g. None of the Above

6. What is the most useful method for OME to communicate pertinent information, such as new developments or policy, to you (e.g. webinars, in-person presentations, listserv, program office calls, etc.) (Open end)

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

**ONLY IF Q1=22 Education for Homeless Children and Youth Program – McKinney-Vento ASK 1-11 BELOW**

Think about the technical assistance (TA) you received from individual US Department of Education program staff for the Education for Homeless Children and Youth program, including coordination with activities arranged by the technical assistance contractor, National Center for Homeless Education (NCHE), or independently.

On a 10-point scale, where "1" is Poor and "10" is Excellent, please rate the TA provided by the US Department of Education and NCHE staff on the following:

Put "NA" if the item is not applicable to you or you don't know how to respond.

**FORMATTING NOTE – USE 2 COLUMNS FOR EACH QUESTION TO SHOW USDE and NCHE**
**US Department of Education**
1. Responsiveness in answering questions.
2. Knowledge of technical material

**NCHE**
1a.Responsiveness in answering questions.
2a.Knowledge of technical material

On a scale of 1 to 10, where "1" is "Not very effective" and "10" is "Very effective," please rate the effectiveness of the TA efforts provided by the US Department of Education and NCHE staff in helping you with the following:
Put "NA" if the item is not applicable to you or you don't know how to respond.

**US Department of Education**
3. Meeting program compliance requirements
4. Assisting you (as state coordinators) to impact performance results
5. Developing cross-agency collaborations

**NCHE**
3a. Meeting program compliance requirements
4a. Assisting you (as state coordinators) to impact performance results
5a. Developing cross-agency collaborations

On a scale of 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the quality and usefulness of the TA methods provided by NCHE:
Put "NA" if the item is not applicable to you or you don't know how to respond.

**FORMATTING NOTE – USE 2 COLUMNS FOR EACH QUESTION TO SHOW QUALITY AND USEFULNESS**
**Quality**
6. Direct one-on-one TA calls
7. Webinars
8. State Coordinators meeting
9. Website
10. Products

**Usefulness**
6a.Direct one-on-one TA calls
7a.Webinars
8a. State Coordinators meeting
9a. Website
10a.Products

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

11. What can the Education for Homeless Children and Youth program office do over the next year to meet your state's TA, program improvement and coordination needs? (Open end)

**ONLY IF Q1=23 Student Support and Academic Enrichment ASK 1-9 BELOW**

Think about the technical assistance (TA) you received from individual by US Department of Education (ED) program staff for the Title IV, Part A program.

On a 10-point scale, where "1" is poor and "10" is excellent, please rate the technical assistance provided by ED staff on the following:

Put "NA" if the item is not applicable to you or you don't know how to respond.

**US Department of Education**

1. Responsiveness in answering questions.
2. Knowledge of technical material

On a scale of 1 to 10, where "1" is not very effective and "10" is very effective, please rate the effectiveness of the technical assistance efforts provided by ED staff in helping you with the following:

Put "NA" if the item is not applicable to you or you don't know how to respond.

**US Department of Education**

3. Meeting program compliance requirements
4. Assisting you (as state coordinators) to impact performance results
5. Developing cross-agency collaborations
6. State Coordinators meeting
7. Website
8. Products

Put "NA" if the item is not applicable to you or you don't know how to respond.

9. What can the Title IV, Part A program office do over the next year to meet your state's technical assistance, program improvement and coordination needs?

**ONLY IF Q1=24 TITLE I PART A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATION AGENCIES (LEAs) ASK 1-10 BELOW**

**Customer Service**

Think about the support you have received from the Office of State Support (OSS) program staff regarding [**PROGRAM NAME from Q1**] (e.g., responses to State questions, assistance meeting program requirements, connecting you to resources). On a scale from 1 to 10, where "1" is not very effective and "10" is very effective, please rate the effectiveness of OSS program staff in supporting your State's implementation of [**PROGRAM NAME from Q1**]:

1. Provides timely responses to State requests and questions
2. Demonstrates understanding of my State's specific context (e.g. educational policies and priorities, governance structure, etc.)
3. Provides assistance that enhances my capacity to implement [**PROGRAM NAME from Q1]**

**Implementation Support**

Think about your participation in OSS performance review and technical assistance activities (e.g., quarterly progress checks, fiscal review, consolidated state performance report, grantee meetings, collaboration calls, communities of practice). On a scale from 1 to 10, where "1" is not very effective and "10" is very effective, please rate the effectiveness of these activities to support your State in implementation of [**PROGRAM NAME from Q1**].

4. Helps my State assess how well we are accomplishing [**PROGRAM NAME from Q1**] goals
5. Provides support that is responsive to my State's needs to implement [**PROGRAM NAME from Q1**]
6. Helps my State address grant implementation challenges
7. Provides information about key changes to requirements (e.g., provisions under ESSA, dear colleague letters, flexible uses of funds)
8. Supports the establishment and strengthening of cross-program connections and coordination within my State

Think about services offered by OSS in the previous year (e.g., opportunities for peer learning, collaboration calls, grantee meetings, communities of practice, webinars, publication of non-regulatory guidance , support transitioning to the *Every Student Succeeds Act*, review of State Plans) to support your State's implementation of [**PROGRAM NAME from Q1].**

9. What services provided by OSS have been most helpful or effective? (Please cite specific examples) (open ended)

10. How can OSS services be improved over the next year to better meet the needs of your State as you implement [**PROGRAM NAME from Q1**]? (Please cite specific recommendations) (open ended)

**ONLY IF Q1=25 English Language Acquisition State Grants/Title III State Formula Grant Program**
**ASK 1-10 BELOW**

**Customer Service**

Think about the support you have received from the Office of State Support (OSS) program staff regarding [**PROGRAM NAME from Q1**] (e.g., responses to State questions, assistance meeting program requirements, connecting you to resources). On a scale from 1 to 10, where "1" is not very effective and "10" is very effective, please rate the effectiveness of OSS program staff in supporting your State's implementation of [**PROGRAM NAME from Q1**]:

1. Provides timely responses to State requests and questions
2. Demonstrates understanding of my State's specific context (e.g. educational policies and priorities, governance structure, etc.)
3. Provides assistance that enhances my capacity to implement [**PROGRAM NAME from Q1]**

**Implementation Support**

Think about your participation in OSS performance review and technical assistance activities (e.g., quarterly progress checks, fiscal review, consolidated state performance report, grantee meetings, collaboration calls, communities of practice). On a scale from 1 to 10, where "1" is not very effective and "10" is very effective, please rate the effectiveness of these activities to support your State in implementation of [**PROGRAM NAME from Q1**].

4. Helps my State assess how well we are accomplishing [**PROGRAM NAME from Q1**] goals
5. Provides support that is responsive to my State's needs to implement [**PROGRAM NAME from Q1**]
6. Helps my State address grant implementation challenges
7. Provides information about key changes to requirements (e.g., provisions under ESSA, dear colleague letters, flexible uses of funds)
8. Supports the establishment and strengthening of cross-program connections and coordination within my State

Think about services offered by OSS in the previous year (e.g., opportunities for peer learning, collaboration calls, grantee meetings, communities of practice, webinars, publication of non-regulatory guidance , support transitioning to the *Every Student Succeeds Act*, review of State Plans) to support your State's implementation of [**PROGRAM NAME from Q1].**

9. What services provided by OSS have been most helpful or effective? (Please cite specific examples) (open ended)
10. How can OSS services be improved over the next year to better meet the needs of your State as you implement [**PROGRAM NAME from Q1**]? (Please cite specific recommendations) (open ended)

**ONLY IF Q1=26 Neglected and Delinquent State and Local Agency Programs ASK 1-23 BELOW**

Think about the technical assistance (TA) you received from individual ED program staff for the Title I, Part D program, including coordination with activities arranged by the technical assistance contractor, the National Technical Assistance Center for the Education of Neglected or Delinquent Children and Youth (NDTAC), or independently.

On a 10-point scale, where "1" is poor and "10" is excellent, please rate the technical assistance provided by the US Department of Education and NDTAC staff on the following:

Put "NA" if the item is not applicable to you or you don't know how to respond.

FORMATTING NOTE – USE 2 COLUMNS FOR EACH QUESTION TO SHOW USDE and NDTAC

**US Department of Education**
1. Responsiveness in answering questions.
2. Knowledge of technical material

**Technical Assistance Center (NDTAC)**
3. Responsiveness in answering questions.
4. Knowledge of technical material

On a scale of 1 to 10, where "1" is not very effective and "10" is very effective, please rate the effectiveness of the technical assistance efforts provided by the US Department of Education and NDTAC staff in helping you with the following:

Put "NA" if the item is not applicable to you or you don't know how to respond.

**US Department of Education**
5. Meeting program compliance requirements
6. Assisting you (as state coordinators) to impact performance results
7. Developing cross-agency collaborations

**Technical Assistance Center (NDTAC )**
8. Meeting program compliance requirements
9. Assisting you (as state coordinators) build your capacity to impact performance results
10. Developing cross-agency collaborations

On a scale of 1 to 10, where "1" is poor and "10" is excellent, please rate the quality and usefulness of the TA methods provided by NDTAC:

Put "NA" if the item is not applicable to you or you don't know how to respond.

FORMATTING NOTE – USE 2 COLUMNS FOR EACH QUESTION TO SHOW QUALITY AND USEFULNESS

**Quality**
11. Direct one-on-one TA calls /emails or written communication s
12. ND Community calls (including topical calls)
13. Webinars
14. State Coordinators meeting
15. Website
16. Products

**Usefulness**

17. Direct one-on-one TA calls/emails or written communication s
18. ND Community calls/emails or written communication s
19. Webinars
20. State Coordinators meeting
21. Website
22. Products

23. What can the Title I, Part D program office do over the next year to meet your state's technical assistance, program improvement and coordination needs?

**ONLY IF Q1=27a School Climate Transformation Grant Program – State Department of Education ASK 1-8 BELOW**

Think about the one-on-one communication (via phone or email) with your Federal Project Officer. On a 10-point scale, where "1" is not very effective and "10" is very effective, please rate your Federal project Officer on the following:

1. Responsiveness and accuracy in responding to questions regarding School Climate Transformation Grant Program requirements

2. Responsiveness and accuracy in providing guidance related to Department of Education grant administrative regulation, including budget issues, reporting, grant requirements, and other Federal regulations

3. Timeliness in responding to emails and returning phone calls

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

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

5. Quality of technical assistance received
6. Relevance and usefulness to your project and program activities
7. Frequency of communication
8. Use of technology to delivery training and technical assistance

**ONLY IF Q1=27b School Climate Transformation Grant Program – Local Education Agency ASK 1-2 BELOW**

1. How satisfied are you with your program officer (e.g., knowledge, timeliness, clarity, ability to resolve issues, understanding of my specific needs, quality of feedback received, professionalism/courtesy)? (open ended question)

2. What topics would you like to have our technical assistance efforts focus on over the coming year? (open ended question)

**ONLY IF Q1=28a Rural Education Achievement Program (REAP)/Rural Low-Income School Program ASK 1-8 BELOW**

1. How could we make the November 2017 REAP Web-X more beneficial to you? What additional information is needed? (Open end)

Please rate the following using a 10-point scale, where "1" means poor and "10" means excellent. (Q2 & Q3 only)

2. Accessibility and responsiveness of REAP program staff

3. Clarity of information provided by REAP program staff

4. How frequently would you like to have webinars or other means of technical assistance? (Open end)

5. What could the REAP team do to improve the content of technical assistance? (Open end)

6. Please check up to 3 topics for technical assistance that you will need in the future in order to improve the performance of your RLIS grant. (Check boxes with the maximum of 3 to be selected for the topics below) [PN: Multi-select with max of 3 choices. Randomize]
   a) Use of grant funds
   b) Use of G5 (i.e., grantee information, grant award notice (GAN), available funds, drawdown of funds, etc.)
   c) Use of Max.gov
   d) Providing Technical Assistance to Grantees
   e) REAP Eligibility Data and Estimating Award Amounts
   f) Consolidated grant application process
   g) Grant eligibility data review & submission
   h) Fiscal accounting procedures
   i) Monitoring RLIS grantees
   j) Use of grant funds for administrative costs
   k) Reporting and use of data
   l) Other (please specify)

7. How can we improve the content and navigation of our online resources, http://www2.ed.gov/programs/reaprlisp/index.html and http://www2.ed.gov/programs/reapsrsa/index.html in order to make your experience more useful? (Open end)

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

**ONLY IF Q1=28b Rural Education Achievement Program/Small, Rural School Achievement Program ASK 1-7 BELOW**

Please rate the following using a 10-point scale, where "1" means poor and "10" means excellent. [Q1 & Q2 only]

1. Accessibility and responsiveness of REAP program staff

2. Clarity of information provided by REAP program staff

3. How frequently would you like to have webinars or other means of technical assistance? (Open end)

4. What could the REAP team do to improve the content of technical assistance? (Open end)

5. Please check up to 3 topics for technical assistance that you will need in the future in order to improve the performance of your SRSA grant. (Check boxes with the maximum of 3 to be selected for the topics below) [PN: Multi-select with max of 3 choices. Randomize]
    a. Use of funds
    b. Use of G5 (i.e., grantee information, grant award notice (GAN), available funds, drawdown of funds, etc.)
    c. Grant application process
    d. EDGAR
    e. REAP flexibility
    f. Reporting and use of data
    g. Eligibility Data and Estimating Award Amounts
    h. Other: [Type in response]

6. How can we improve the content and navigation of our REAP online resource, http://www2.ed.gov/programs/reapsrsa/index.html in order to make your experience more useful? (Open end)

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

**ONLY IF Q1=29 Alaska Native Education Program ASK 1-9 BELOW**

1. How long have you served as the ANE Project Director?
    a. Less than one year
    b. More than one year
    c. I am not the ANE Project Director but I have served in a leadership (decision-making) capacity for this program for less than one year.
    d. I am not the ANE Project Director but I have served in a leadership (decision-making) capacity for this program for more than one year.

2. Please rate the knowledge of the U.S. Department of Education staff on ANE program grant administration issues and on program administration issues as they assist your grant project. Please use a 10-point scale with "1" being "poor" and "10" being "excellent."

3. When you were preparing your application, how easy was it for you to locate and understand the information in the application package? Please rate the following on a scale from "1" to "10", where "1" is "very difficult" and "10" is "very easy."
    a. Program Purpose
    b. Program Priorities
    c. Selection Criteria
    d. Review Process
    e. Budget Information and Forms
    f. Deadline for Submission
    g. Dollar Limit on Awards
    h. Page Limitation Instructions
    i. Formatting Instructions
    j. Program Contact

4. Has your program officer initiated technical assistance or conducted a Quarterly Monitoring Call with you or anyone on the ANE staff during the past 3-6 months?
    a. Yes
    b. No

5. **[IF Q4=YES]** Where and how did the technical assistance or support take place (Select all that apply)
    a. Project Directors' meeting sponsored by the Department
    b. Conference call/email exchange with your Program Officer
    c. Program Officer
    d. Other Program (or the Department) staff site visit
    e. Monitoring contractor (Please specify)
    f. National association meeting (Please specify)
    g. Other (Please specify)

6. How helpful is the information on the ANE website? Please use a 10-point scale with "1" being "not very helpful" and "10" being "very helpful."

7. What technical assistant topics can the ANE program provide at Project Directors' meetings to support the implementation of your grant projects more effectively? (Open-ended)

8. How easy is it to navigate the web-based annual performance report process? Please use a 10-point scale with "1" being "not very easy" and "10" being "very easy."

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

**ONLY IF Q1=30 Innovative Approaches to Literacy ASK 1-9 BELOW**

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

1. Responsiveness to questions.
2. Timely resolution of general programmatic and financial issues.
3. Use of clear and concise written and verbal communication.
4. The quality of information or feedback received from IAL program staff.
5. Knowledge of and ability to assist with the submission of the IAL annual performance report.
6. Your overall level of satisfaction with the service provided by the representative.
7. Frequency of communication regarding grant information, deadlines, expectations, requirements, or other pertinent information

8. What, if any, improvements have you seen in IAL over the last year? (open end)

9. Please provide at least one specific suggestion for how we can improve this program. (open end)

**ONLY IF Q1=31 Demonstration Grants for Indian Children/Special Projects Demonstration Grants ASK 1-8 BELOW**

As it relates to the Native Youth Community Projects (NYCP) program, please rate the following using a 10 point scale, where "1" means "Poor" and "10" means "Excellent"

1. Accessibility and timely responsiveness of program staff
2. Usefulness and relevance of webinar-based technical assistance
3. Usefulness and relevance of project director meeting technical assistance
4. Usefulness and relevance of technical assistance resources on the OIE web site.

5. Assign the priority, 1 being highest and 6 being lowest, that you would assign to the following technical assistance topics:
   a. Data Collection
   b. Performance Reporting
   c. Family Educational Rights and Privacy Act (FERPA)
   d. Capacity Building
   e. Parent Engagement
   f. Partnerships
   g. Cultural Relevance
   h. Allowable Costs and Budgeting Flexibilities

6. What could OIE staff do to improve the structure (i.e., presentations, group discussions, individual project sharing, etc.) or format of technical assistance (i.e., on-site meetings, webinars, conference calls, etc.)? (Open end)

7. What professional development training or conferences do you or your staff attend locally, regionally or nationally to improve the performance of your programs (i.e., State Conferences, National Associations, Federal Program Conferences, etc.)? (Open end)

8. Please share any comments on how OIE staff can better support your work. (Open end)

**ONLY IF Q1=32 College Assistance Migrant Program ASK 1-10 BELOW**

As it relates to the College Assistance Migrant Program (CAMP), please rate the following using a 10 point scale, where "1" means poor and "10" means excellent.

1. Accessibility and responsiveness of program staff
2. Timely resolution of questions by program staff
3. Clarity of information provided by program staff
4. Usefulness and relevance of the strategies for technical assistance (e.g., webinars, policy documents, meetings, conference calls)
5. Usefulness of the updated technical assistance resources pages on the CAMP ed.gov website.

6. What additional topics would you like discussed during CAMP meetings, webinars, or phone calls to help you implement a high-quality program? (Open end)

7. What could the CAMP team do to improve the content of technical assistance? (Open end)

8. What could the CAMP team do to improve the structure or format of technical assistance? (Open end)

9. Please share any comments on how the CAMP team can better support your work. Please include any ideas that the CAMP team may use to better support your work as it relates to your project's specific needs. (Open end)

10. What other federal programs providing you technical assistance in form and/or content the HEP/CAMP team should consider as a model? (Open end)

**ONLY IF Q1=33 Grants for State Assessments ASK 1-10 BELOW**

**Customer Service**

Think about the support you have received from the Office of State Support (OSS) program staff regarding [**PROGRAM NAME from Q1**] (e.g., responses to State questions, assistance meeting program requirements, connecting you to resources). On a scale from 1 to 10, where "1" is not very effective and "10" is very effective, please rate the effectiveness of OSS program staff in supporting your State's implementation of [**PROGRAM NAME from Q1**].

1. Provides timely responses to State requests and questions
2. Demonstrates understanding of my State's specific context (e.g. educational policies and priorities, governance structure, etc.)
3. Provides assistance that enhances my capacity to implement [**PROGRAM NAME from Q1]**

**Implementation Support**

Think about your participation in OSS performance review and technical assistance activities (e.g., quarterly progress checks, fiscal review, consolidated state performance report, grantee meetings, collaboration calls, communities of practice). On a scale from 1 to 10, where "1" is not very effective and "10" is very effective, please rate the effectiveness of these activities to support your State in implementation of [**PROGRAM NAME from Q1**].

4. Helps my State assess how well we are accomplishing [**PROGRAM NAME from Q1**] goals
5. Provides support that is responsive to my State's needs to implement [**PROGRAM NAME from Q1**]
6. Helps my State address grant implementation challenges
7. Provides information about key changes to requirements (e.g., new provisions under ESSA, dear colleague letters, flexible uses of funds)
8. Supports the establishment and strengthening of cross-program connections and coordination within my State

Think about services offered by OSS in the previous year (e.g., opportunities for peer learning, collaboration calls, grantee meetings, communities of practice, webinars, publication of non-regulatory guidance , support transitioning to the *Every Student Succeeds Act*, review of State Plans) to support your State's implementation of [**PROGRAM NAME from Q1].**

9. What services provided by OSS have been most helpful or effective? (Please cite specific examples) (open ended)
10. How can OSS services be improved over the next year to better meet the needs of your State as you implement [**PROGRAM NAME from Q1**]? (Please cite specific recommendations) (open ended)

**ONLY IF Q1=34 Javits Program ASK 1-7 BELOW**

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

1. Responsiveness to questions and timely resolution of general programmatic and financial issues.
2. The quality of information or feedback received from Javits program staff, including webinars.
3. Knowledge of and ability to assist with the submission of the Javits interim performance report.
4. Your overall level of satisfaction with the service provided by the representative.
5. Frequency of communication regarding grant information, deadlines, expectations, requirements, or other pertinent information.

6. What topics would you like discussed during Javits meetings, webinars, or phone calls to help you implement a high-quality program? (Open end)

7. Please share any comments and/or ideas on how the Javits team can improve its support of your project-specific work. (Open end)

# Appendix B:
# Attribute Tables and Non-Scored Responses

| | 2017 | | 2018 | |
|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency |
| **Program** | | | | |
| Native American and Alaska Native Children in School Program | 1% | 12 | 1% | 9 |
| National Professional Development Program | 3% | 29 | 3% | 46 |
| Adult Education and Family Literacy to State Directors of Adult Education | 3% | 31 | 3% | 42 |
| Carl D. Perkins Career and Technical Education State Directors | 2% | 24 | 2% | 30 |
| Indirect Cost Group/Financial Improvement Operations (ICG/FIO) | 5% | 62 | 4% | 59 |
| Developing Hispanic Serving Institutions | 9% | 102 | 7% | 109 |
| Centers for International Business Education | 0% | 0 | 1% | 17 |
| Strengthening Institutions Program | 0% | 0 | 8% | 120 |
| Hispanic Serving Institutions - STEM and Articulation Program | 6% | 66 | 3% | 51 |
| Upward Bound | 0% | 0 | 7% | 102 |
| IDEA-State Directors of Special Education (Part B) | 3% | 32 | 2% | 32 |
| IDEA-Part C Infants and Toddlers with Disabilities Program | 3% | 36 | 2% | 31 |
| Improving Teacher Quality State Grants | 2% | 24 | 2% | 28 |
| 21st Century Community Learning Centers | 4% | 41 | 3% | 37 |
| Payments for Federal Property (Section 7002) | 7% | 77 | 3% | 48 |
| Payments for Federally Connected Children (Section 7003) | 7% | 77 | 3% | 49 |
| Striving Readers | 0% | 0 | 1% | 11 |
| High School Equivalency Program (HEP) – Migrant Education | 3% | 34 | 3% | 37 |
| Project Prevent | 2% | 21 | 2% | 22 |
| Indian Education Formula Grants (Title VI) | 6% | 73 | 4% | 56 |
| Migrant Education Programs (Title I, Part C) | 3% | 37 | 2% | 32 |
| Education for Homeless Children and Youths Program | 3% | 36 | 2% | 32 |
| Student Support and Academic Enrichment | 0% | 0 | 2% | 31 |
| Improving Basic Programs Operated by Local Educational Agencies – Title I | 2% | 20 | 2% | 23 |
| English Language Acquisition State Grants (Title III State Formula Grants) | 2% | 20 | 2% | 24 |
| Neglected and Delinquent State and Local Agency Programs | 3% | 32 | 2% | 36 |
| School Climate Transformation Grants-State Department of Education | 1% | 10 | 1% | 10 |
| School Climate Transformation Grants-Local Education Agency | 5% | 55 | 4% | 59 |
| REAP-Rural and Low Income School (RLIS) Program | 1% | 6 | 2% | 25 |
| REAP-Small, Rural School Achievement (SRSA) Program | 4% | 45 | 5% | 79 |
| Alaska Native Education Program | 2% | 25 | 2% | 28 |
| Innovative Approaches to Literacy | 2% | 20 | 1% | 19 |
| Demonstration Grants for Indian Children/Special Projects Demonstration Grants | 3% | 30 | 2% | 32 |
| College Assistance Migrant Program | 3% | 38 | 3% | 41 |
| Grants for State Assessments | 2% | 17 | 2% | 32 |
| Javits Program | 0% | 0 | 2% | 23 |
| **Number of Respondents** | **1,132** | | **1,462** | |

| | | | | |
|---|---|---|---|---|
| **Reporting system used for accountability data~** | | | | |
| EDEN/EDFacts | -- | -- | 27% | 395 |
| G5 | -- | -- | 59% | 861 |
| Other electronic system | -- | -- | 22% | 328 |
| Do not use electronic system, submit hard copy | -- | -- | 4% | 57 |
| **Number of Respondents** | **--** | | **1,462** | |

| | | | | |
|---|---|---|---|---|
| **Overall I am satisfied with the quality of EDs products and services** | | | | |
| Strongly Agree | 35% | 497 | 35% | 505 |
| Agree | 55% | 780 | 54% | 786 |
| Disagree | 7% | 96 | 8% | 120 |
| Strongly Disagree | 1% | 18 | 2% | 27 |
| Does Not Apply | 2% | 35 | 2% | 24 |
| **Number of Respondents** | **1,426** | | **1,462** | |

| | | | | |
|---|---|---|---|---|
| **Issued formal complaint about assistance received from ED staff member** | | | | |
| Issued complaint | 0% | 7 | 1% | 14 |
| Have not issued complaint | 100% | 1,419 | 99% | 1,448 |
| **Number of Respondents** | **1,426** | | **1,462** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Score Table

| | 2017 | 2018 | Difference | Significant Difference | Aggregate Impact |
|---|---|---|---|---|---|
| | Scores | | | | |
| **Sample Size** | **1,426** | **1,462** | | | |
| **ED Staff/Coordination** | **85** | **85** | **0** | | **0.5** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 87 | 88 | 1 | | -- |
| Responsiveness to your questions | 83 | 84 | 1 | | -- |
| Accuracy of responses | 87 | 88 | 1 | | -- |
| Sufficiency of legal guidance in responses | 84 | 86 | 2 | ↑ | -- |
| Consistency of responses with ED staff from different program offices | 85 | 85 | 0 | | -- |
| Collaboration with other ED programs or offices in providing relevant services | 85 | 86 | 1 | | -- |
| **Online Resources** | **74** | **73** | **-1** | | **0.6** |
| Ease of finding materials online | 73 | 72 | -1 | | -- |
| Ease of submitting information to ED via the web | 77 | 75 | -2 | ↓ | -- |
| Freshness of content | 75 | 73 | -2 | ↓ | -- |
| Ability to accomplish what you want on the site | 75 | 73 | -2 | ↓ | -- |
| Ease of reading the site | 75 | 74 | -1 | | -- |
| Ease of navigation | 73 | 73 | 0 | | -- |
| **Technical Assistance** | **76** | **75** | **-1** | | **0.5** |
| Department Staff - Helped build capacity to implement reform | 76 | 73 | -3 | | -- |
| Department-Funded TA Providers - Helped build capacity to implement reform | 76 | 76 | 0 | | -- |
| Increased knowledge/awareness regarding key issues | 77 | 78 | 1 | | -- |
| Higher quality implementation of this program | 78 | 78 | 0 | | -- |
| State was able to develop, improve, or support promising practices | 76 | 76 | 0 | | -- |
| **Technology** | **76** | **73** | **-3** | **↓** | **0.3** |
| ED's effectiveness in using technology to deliver its services | 78 | 76 | -2 | ↓ | -- |
| ED`s quality of assistance | 81 | 79 | -2 | | -- |
| Effectiveness of automated process in improving state/LEA reporting | 77 | 74 | -3 | ↓ | -- |
| Expected reduction in federal paperwork | 67 | 66 | -1 | | -- |
| **G5 Performance Report Submission** | **--** | **68** | **--** | | **0.4** |
| Efficiency of submitting accountability data using G5 | -- | 64 | -- | | -- |
| Ease of finding FAQs and self-help guidance | -- | 67 | -- | | -- |
| Ease of accessing and submitting a performance report | -- | 65 | -- | | -- |
| Ease of a Field Reader accessing Technical Review Form | -- | 70 | -- | | -- |
| Effectiveness of G5 instructions to help you locate what you need | -- | 69 | -- | | -- |
| Ability to accomplish what you want on the site | -- | 71 | -- | | -- |
| Visual appearance of the G5 pages | -- | 68 | -- | | -- |
| Ease of navigation | -- | 67 | -- | | -- |
| **Documents** | **78** | **79** | **1** | | **1.6** |
| Clarity | 78 | 78 | 0 | | -- |
| Organization of information | 80 | 80 | 0 | | -- |
| Sufficiency of detail to meet your program needs | 77 | 78 | 1 | | -- |
| Relevance to your areas of need | 80 | 80 | 0 | | -- |
| Comprehensiveness in addressing the scope of issues that you face | 77 | 77 | 0 | | -- |
| **Information in Application Package** | **87** | **82** | **-5** | **↓** | **N/A** |
| Program Purpose | 88 | 83 | -5 | ↓ | -- |
| Program Priorities | 86 | 83 | -3 | ↓ | -- |
| Selection Criteria | 86 | 81 | -5 | ↓ | -- |
| Review Process | 83 | 78 | -5 | ↓ | -- |
| Budget Information and Forms | 84 | 79 | -5 | ↓ | -- |
| Deadline for Submission | 89 | 86 | -3 | ↓ | -- |
| Dollar Limit on Awards | 87 | 83 | -4 | ↓ | -- |
| Page Limitation Instructions | 88 | 82 | -6 | ↓ | -- |
| Formatting Instructions | 84 | 79 | -5 | ↓ | -- |
| Program Contact | 90 | 85 | -5 | ↓ | -- |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Score Table

| | 2017 | 2018 | Difference | Significant Difference | Aggregate Impact |
|---|---|---|---|---|---|
| | Scores | | | | |
| **Sample Size** | **1,426** | **1,462** | | | |
| **OESE's Technical Assistance** | **76** | **74** | **-2** | | **0.8** |
| Effectiveness of OESE in helping you learn to implement grant programs | 78 | 78 | 0 | | -- |
| Usefulness of OESE`s technical assistance services as a model | 73 | 69 | -4 | ↓ | -- |
| **ACSI** | **73** | **73** | **0** | | **N/A** |
| How satisfied are you with ED's products and services | 79 | 79 | 0 | | -- |
| How well ED`s products and services meet expectations | 71 | 70 | -1 | | -- |
| How well ED compares with ideal products and services | 70 | 68 | -2 | | -- |
| **Complaint** | **0** | **1** | **1** | | **-0.1** |
| Issued a formal complaint about assistance received from ED staff member | 0 | 1 | 1 | | -- |
| **Native American and Alaska Native Children in School Program** | | | | | |
| Technical assistance from program officer | 79 | 91 | 12 | ↑ | -- |
| Usefulness of OELA website | 72 | 85 | 13 | | -- |
| Usefulness of NCELA website | 80 | 88 | 8 | | -- |
| Usefulness of OELA Facebook | -- | 100 | -- | | -- |
| **National Professional Development Program** | | | | | |
| Technical assistance from program officer | 74 | 84 | 10 | ↑ | -- |
| Usefulness of OELA website | 70 | 79 | 9 | | -- |
| Usefulness of NCELA website | 77 | 86 | 9 | ↑ | -- |
| Usefulness of OELA Facebook | 78 | 85 | 7 | | -- |
| **Adult Education and Family Literacy to State Directors of Adult Ed** | | | | | |
| Ease of reporting using the NRS web-based system | 80 | 80 | 0 | | -- |
| Usefulness of the training offered by OCTAE through its contract to support NRS | 78 | 80 | 2 | | -- |
| Being up-to-date | 87 | 90 | 3 | | -- |
| Relevance of information | 89 | 88 | -1 | | -- |
| Usefulness to your program | 87 | 88 | 1 | | -- |
| Usefulness of products helping your state meet AEFLA program priorities | 80 | 83 | 3 | | -- |
| Technical assistance provided addresses your program priorities and needs | 76 | 78 | 2 | | -- |
| **Carl D. Perkins Career & Tech Ed State Directors** | | | | | |
| CAR`s user-friendliness | 73 | 78 | 5 | | -- |
| Identifying and correcting compliance issues in your state | 78 | 72 | -6 | | -- |
| Helping you to improve program quality | 75 | 74 | -1 | | -- |
| Office Hours | 81 | 85 | 4 | | -- |
| New State Directors Orientation | 83 | 86 | 3 | | -- |
| Quarterly State CTE Directors Webinars | 80 | 79 | -1 | | -- |
| Personal Communications | 90 | 91 | 1 | | -- |
| PCRN's usefulness to your program | 81 | 86 | 5 | | -- |
| Database`s user-friendliness | 77 | 79 | 2 | | -- |
| **Developing Hispanic Serving Institutions** | | | | | |
| Responsiveness to questions | 88 | 82 | -6 | ↓ | -- |
| Knowledge of relevant legislation, regulations, policies, and procedures | 92 | 88 | -4 | | -- |
| Ability to resolve issues | 91 | 87 | -4 | | -- |
| Use of clear communication | 90 | 85 | -5 | ↓ | -- |
| Timely resolution of issues | 90 | 85 | -5 | | -- |
| **Strengthening Institutions Program** | | | | | |
| Responsiveness to questions | -- | 76 | -- | | -- |
| Knowledge of relevant legislation, regulations, policies, and procedures | -- | 81 | -- | | -- |
| Ability to resolve issues | -- | 80 | -- | | -- |
| Use of clear and concise written and verbal communication | -- | 78 | -- | | -- |
| Timely resolution of general programmatic and/or financial issues | -- | 74 | -- | | -- |
| Post award guidelines | -- | 69 | -- | | -- |
| Performance reports | -- | 66 | -- | | -- |

| | 2017 | 2018 | Difference | Significant Difference | Aggregate Impact |
|---|---|---|---|---|---|
| | Scores | | | | |
| **Sample Size** | **1,426** | **1,462** | | | |
| **Hispanic Serving Institutions - STEM and Articulation Programs** | | | | | |
| Responsiveness to questions | 79 | 77 | -2 | | -- |
| Knowledge of relevant legislation, regulations, policies, and procedures | 83 | 84 | 1 | | -- |
| Ability to resolve issues | 82 | 80 | -2 | | -- |
| Use of clear communication | 84 | 83 | -1 | | -- |
| Timely resolution of issues | 79 | 77 | -2 | | -- |
| **Upward Bound** | | | | | |
| Knowledge of relevant legislation, regulations, policies, and procedures | -- | 82 | -- | | -- |
| Responsiveness to your inquiries | -- | 72 | -- | | -- |
| Ability to assist in interactions | -- | 79 | -- | | -- |
| Knowledge of annual performance report | -- | 82 | -- | | -- |
| Ability to assist with questions | -- | 82 | -- | | -- |
| Processing administrative action requests | -- | 77 | -- | | -- |
| Compliance Issues | -- | 79 | -- | | -- |
| Fiscal Issues | -- | 79 | -- | | -- |
| Grant Management Issues | -- | 80 | -- | | -- |
| Evaluation Issues | -- | 79 | -- | | -- |
| No-Cost Extension Issues | -- | 80 | -- | | -- |
| Annual Performance Report | -- | 81 | -- | | -- |
| Project Director`s Meeting at COE | -- | 78 | -- | | -- |
| Assistance with technical Issues | -- | 84 | -- | | -- |
| Assistance with the website | -- | 83 | -- | | -- |
| Technical Assistance | -- | 82 | -- | | -- |
| Timeliness of responses | -- | 73 | -- | | -- |
| Clarity of information | -- | 78 | -- | | -- |
| Usefulness to the program | -- | 80 | -- | | -- |
| Organization of information | -- | 74 | -- | | -- |
| User friendliness | -- | 71 | -- | | -- |
| **IDEA-State Directors of Special Education (Part B)** | | | | | |
| Clarity of information received in developing applications and reports | 77 | 82 | 5 | | -- |
| Timeliness of responses | 81 | 86 | 5 | | -- |
| OSEP-funded TA provider | 82 | 88 | 6 | | -- |
| Education Department-funded TA provider | 57 | 57 | 0 | | -- |
| Professional associations | 81 | 83 | 2 | | -- |
| Conferences where research is presented | 75 | 75 | 0 | | -- |
| Books | 54 | 54 | 0 | | -- |
| Journal articles | 66 | 61 | -5 | | -- |
| Personal interaction with peers | 88 | 82 | -6 | | -- |
| IDEAS that work website | -- | 73 | -- | | -- |
| The Department`s new IDEA website | -- | 74 | -- | | -- |
| osep.grads360.org | -- | 85 | -- | | -- |
| **IDEA-Part C Infants and Toddlers with Disabilities Program** | | | | | |
| Clarity of information received in developing applications and reports | 82 | 81 | -1 | | -- |
| Timeliness of responses | 89 | 86 | -3 | | -- |
| OSEP-funded TA provider | 88 | 90 | 2 | | -- |
| Education Department-funded TA provider | 57 | 44 | -13 | | -- |
| Professional associations | 79 | 80 | 1 | | -- |
| Conferences where research is presented | 71 | 70 | -1 | | -- |
| Books | 59 | 48 | -11 | | -- |
| Journal articles | 63 | 59 | -4 | | -- |
| Personal interaction with peers | 82 | 79 | -3 | | -- |
| IDEAS that work website | -- | 59 | -- | | -- |
| The Department`s new IDEA website | -- | 59 | -- | | -- |
| osep.grads360.org | -- | 76 | -- | | -- |

| | 2017 | 2018 | Difference | Significant Difference | Aggregate Impact |
|---|---|---|---|---|---|
| | Scores | | | | |
| **Sample Size** | **1,426** | **1,462** | | | |
| **Improving Teacher Quality State Grants** | | | | | |
| Timely responses to State requests | 67 | 67 | 0 | | -- |
| Understanding of specific context | 68 | 66 | -2 | | -- |
| Provides assistance that enhances capacity to implement | 66 | 68 | 2 | | -- |
| Helps assess how well accomplishing goals | 62 | 58 | -4 | | -- |
| Helps address implementation challenges | 67 | 65 | -2 | | -- |
| Supports establishment of connections | 73 | 64 | -9 | | -- |
| Provides support that is responsive to my State's needs to implement | 65 | 67 | 2 | | -- |
| Provides information about key changes to requirements | 74 | 73 | -1 | | -- |
| **21st Century Community Learning Centers** | | | | | |
| Knowledge of grant and program administration issues | 84 | 83 | -1 | | -- |
| SEA Coordinator`s meeting | -- | 85 | -- | | -- |
| Webinar on April 21st | -- | 80 | -- | | -- |
| Webinar on Evaluation | -- | 82 | -- | | -- |
| Webinar on Sustainability | -- | 82 | -- | | -- |
| Y4Y Technical Assistance | -- | 81 | -- | | -- |
| 21st CCLC Preconference | -- | 81 | -- | | -- |
| New Director`s Tool Kit webinar | -- | 86 | -- | | -- |
| Helpfulness of information provided | 84 | 88 | 4 | | -- |
| Biannual Monitoring calls | -- | 86 | -- | | -- |
| Virtual monitoring reviews | -- | 89 | -- | | -- |
| Onsite monitoring reviews | -- | 83 | -- | | -- |
| Onsite monitoring technical assistance | -- | 81 | -- | | -- |
| New Director`s Tool Kit | -- | 85 | -- | | -- |
| Likelihood to recommend Y4Y website | 89 | 92 | 3 | | -- |
| **Payments for Federal Property (Section 7002)** | | | | | |
| Effectiveness of documents in helping complete application | 82 | 84 | 2 | | -- |
| Impact Aid staff`s responsiveness to answering questions | 86 | 94 | 8 | ↑ | -- |
| Impact Aid staff`s supportiveness in helping complete application | 89 | 94 | 5 | | -- |
| Impact Aid staff`s knowledge about technical material | 90 | 93 | 3 | | -- |
| Quality of interaction with staff during review process | 84 | 88 | 4 | | -- |
| **Payments for Federally Connected Children (Section 7003)** | | | | | |
| Effectiveness in providing TA or instructions regarding performance reports | 82 | 79 | -3 | | -- |
| Staff`s performance in answering questions and helping complete application | 82 | 83 | 1 | | -- |
| G5 Helpdesk`s performance in resolving problem | 82 | 91 | 9 | ↑ | -- |
| Ease of reaching person who could address concern | 81 | 75 | -6 | | -- |
| Impact Aid staff`s ability to resolve issue | 82 | 78 | -4 | | -- |
| **Striving Readers** | | | | | |
| Responsiveness to questions | -- | 94 | -- | | -- |
| Timely resolution of general programmatic and financial issues | -- | 89 | -- | | -- |
| Use of clear and concise written and verbal communication | -- | 91 | -- | | -- |
| Quality of information or feedback received from SRCL program officer | -- | 92 | -- | | -- |
| Frequency of communication | -- | 82 | -- | | -- |
| Service provided by the program officer | -- | 92 | -- | | -- |
| Face-to-face SRCL Program Director`s National Convening | -- | 96 | -- | | -- |
| Information and guidance provided to implement SRCL grant activities | -- | 90 | -- | | -- |
| **High School Equivalency Program (HEP) – Migrant Education** | | | | | |
| Accessibility and responsiveness of program staff | 86 | 90 | 4 | | -- |
| Timely resolution of questions by program staff | 83 | 87 | 4 | | -- |
| Clarity of information provided by program staff | 86 | 88 | 2 | | -- |
| Usefulness and relevance of technical assistance strategies | 85 | 88 | 3 | | -- |
| Usefulness of updated technical assistance resources pages on HEP.ed.gov | -- | 86 | -- | | -- |

| | 2017 | 2018 | Difference | Significant Difference | Aggregate Impact |
|---|---|---|---|---|---|
| | Scores | | | | |
| **Sample Size** | **1,426** | **1,462** | | | |
| **Project Prevent** | | | | | |
| Responsiveness to questions about Project Prevent Grant Program requirements | 95 | 96 | 1 | | -- |
| Timeliness in returning phone calls and responding to emails | 95 | 96 | 1 | | -- |
| Effectiveness in providing technical assistance or guidance | 97 | 95 | -2 | | -- |
| Frequency of communication | 96 | 93 | -3 | | -- |
| Technical assistance - relevance and usefulness | 88 | 91 | 3 | | -- |
| Technical assistance - frequency of communication | 91 | 90 | -1 | | -- |
| Use of technology to delivery training and technical assistance | 90 | 91 | 1 | | -- |
| **Indian Education Formula Grants to Local Educational Agencies & National Act** | | | | | |
| Responsiveness of staff in answering questions | 91 | 84 | -7 | ↓ | -- |
| Timeliness of staff | 90 | 87 | -3 | | -- |
| Quality of support | 91 | 85 | -6 | ↓ | -- |
| Comprehensiveness of documents | 89 | 83 | -6 | ↓ | -- |
| Ease of using EASIE system | 89 | 82 | -7 | ↓ | -- |
| Quality of training via webinars | 87 | 80 | -7 | ↓ | -- |
| **Education for Homeless Children and Youth Grants for State and Local Activities** | | | | | |
| Responsiveness in answering questions - US Department of Education | 95 | 89 | -6 | ↓ | -- |
| Knowledge of technical material - US Department of Education | 94 | 92 | -2 | | -- |
| Meeting program compliance requirements - US Department of Education | 92 | 88 | -4 | | -- |
| Assisting you to impact performance results - US Department of Education | 84 | 82 | -2 | | -- |
| Developing cross-agency collaborations - US Department of Education | 85 | 80 | -5 | | -- |
| Responsiveness in answering questions - Technical Assistance Center (NCHE) | 100 | 98 | -2 | ↓ | -- |
| Knowledge of technical material - Technical Assistance Center (NCHE) | 100 | 97 | -3 | ↓ | -- |
| Meeting program compliance requirements - Technical Assistance Center (NCHE) | 98 | 93 | -5 | ↓ | -- |
| Assisting you to impact performance results - Technical Assistance Center (NCHE) | 94 | 89 | -5 | | -- |
| Developing cross-agency collaborations - Technical Assistance Center (NCHE) | 87 | 85 | -2 | | -- |
| Direct one-on-one TA calls - Quality | 95 | 96 | 1 | | -- |
| Webinars - Quality | 91 | 91 | 0 | | -- |
| State Coordinators meeting - Quality | 95 | 94 | -1 | | -- |
| Website - Quality | 87 | 89 | 2 | | -- |
| Products - Quality | 88 | 92 | 4 | | -- |
| Direct one-on-one TA calls - Usefulness | 97 | 97 | 0 | | -- |
| Webinars - Usefulness | 98 | 91 | -7 | ↓ | -- |
| State Coordinators meeting - Usefulness | 97 | 96 | -1 | | -- |
| Website - Usefulness | 97 | 94 | -3 | | -- |
| Products - Usefulness | 97 | 95 | -2 | | -- |
| **Student Support and Academic Enrichment** | | | | | |
| Responsiveness in answering questions | -- | 59 | -- | | -- |
| Knowledge of technical material | -- | 65 | -- | | -- |
| Meeting program compliance requirements | -- | 63 | -- | | -- |
| Assisting you as State Coordinators to impact performance results | -- | 57 | -- | | -- |
| Developing cross-agency collaborations | -- | 60 | -- | | -- |
| State Coordinators meeting | -- | 72 | -- | | -- |
| Website | -- | 62 | -- | | -- |
| Products | -- | 58 | -- | | -- |
| **Improving Basic Programs Operated by Local Educational Agencies – Title I** | | | | | |
| Provides timely responses | 61 | 70 | 9 | | -- |
| Demonstrates understanding of specific context | 65 | 75 | 10 | | -- |
| Provides assistance that enhances capacity to implement | 63 | 71 | 8 | | -- |
| Helps assess how well accomplishing goals | 62 | 61 | -1 | | -- |
| Provides support that is responsive to my State's needs to implement | 61 | 64 | 3 | | -- |
| Helps address implementation challenges | 67 | 60 | -7 | | -- |
| Provides information about key changes to requirements | 69 | 67 | -2 | | -- |
| Supports establishment of connections | 67 | 59 | -8 | | -- |

| | 2017 | 2018 | Difference | Significant Difference | Aggregate Impact |
|---|---|---|---|---|---|
| | Scores | | | | |
| **Sample Size** | **1,426** | **1,462** | | | |
| **English Language Acquisition State Grants (Title III State Formula Grants)** | | | | | |
| Provides timely responses | 68 | 79 | 11 | | -- |
| Demonstrates understanding of specific context | 68 | 76 | 8 | | -- |
| Provides assistance that enhances capacity to implement | 74 | 76 | 2 | | -- |
| Helps assess how well accomplishing goals | 64 | 67 | 3 | | -- |
| Provides support that is responsive to my State's needs to implement | 65 | 70 | 5 | | -- |
| Helps address implementation challenges | 66 | 73 | 7 | | -- |
| Provides information about key changes to requirements | 72 | 77 | 5 | | -- |
| Supports establishment of connections | 69 | 65 | -4 | | -- |
| **Neglected and Delinquent State and Local Agency Programs** | | | | | |
| Responsiveness in answering questions - US Department of Education | 73 | 75 | 2 | | -- |
| Knowledge of technical material - US Department of Education | 75 | 76 | 1 | | -- |
| Meeting program compliance requirements - US Department of Education | 70 | 76 | 6 | | -- |
| Assisting you to impact performance results - US Department of Education | 64 | 70 | 6 | | -- |
| Developing cross-agency collaborations - US Department of Education | 59 | 67 | 8 | | -- |
| Responsiveness in answering questions - Technical Assistance Center (NDTAC) | 79 | 81 | 2 | | -- |
| Knowledge of technical material - Technical Assistance Center (NDTAC) | 80 | 82 | 2 | | -- |
| Meeting program compliance requirements - Technical Assistance Center (NDTAC) | 80 | 83 | 3 | | -- |
| Assisting to impact performance results - Technical Assistance Center (NDTAC) | 83 | 82 | -1 | | -- |
| Developing cross-agency collaborations - Technical Assistance Center (NDTAC) | 74 | 78 | 4 | | -- |
| Direct one-on-one TA calls - Quality | 77 | 87 | 10 | ↑ | -- |
| ND Community calls - Quality | 80 | 84 | 4 | | -- |
| Webinars - Quality | 80 | 83 | 3 | | -- |
| State Coordinators meeting - Quality | 80 | 89 | 9 | | -- |
| Website - Quality | 77 | 82 | 5 | | -- |
| Products - Quality | 81 | 83 | 2 | | -- |
| Direct one-on-one TA calls - Usefulness | 82 | 86 | 4 | | -- |
| ND Community calls - Usefulness | 80 | 81 | 1 | | -- |
| Webinars - Usefulness | 81 | 81 | 0 | | -- |
| State Coordinators meeting - Usefulness | 86 | 91 | 5 | | -- |
| Website - Usefulness | 83 | 82 | -1 | | -- |
| Products - Usefulness | 85 | 82 | -3 | | -- |
| **School Climate Transformation Grants-State Department of Education** | | | | | |
| Responsiveness and accuracy in responding to questions | 94 | 96 | 2 | | -- |
| Responsiveness and accuracy in providing guidance | 93 | 94 | 1 | | -- |
| Timeliness in responding to emails and returning phone calls | 93 | 96 | 3 | | -- |
| Frequency of communication | 86 | 83 | -3 | | -- |
| Quality of technical assistance | 94 | 88 | -6 | | -- |
| Technical assistance - relevance and usefulness | 94 | 86 | -8 | | -- |
| Technical assistance - frequency of communication | 83 | 81 | -2 | | -- |
| Use of technology to delivery training and technical assistance | 94 | 89 | -5 | | -- |
| **Rural Education Achievement Program (REAP)/RLIS** | | | | | |
| Accessibility and responsiveness of staff | 74 | 64 | -10 | | -- |
| Clarity of information provided by program staff | 78 | 71 | -7 | | -- |
| **Rural Education Achievement Program (REAP)/SRSA** | | | | | |
| Accessibility and responsiveness of staff | 77 | 81 | 4 | | -- |
| Clarity of information provided by program staff | 75 | 82 | 7 | | -- |

| | 2017 | 2018 | Difference | Significant Difference | Aggregate Impact |
|---|---|---|---|---|---|
| | Scores | | | | |
| **Sample Size** | **1,426** | **1,462** | | | |
| **Alaska Native Education Program** | | | | | |
| Knowledge of grant and program administration issues | 78 | 82 | 4 | | -- |
| Program purpose | 82 | 89 | 7 | | -- |
| Program priorities | 80 | 88 | 8 | | -- |
| Selection criteria | 80 | 89 | 9 | ↑ | -- |
| Review process | 79 | 85 | 6 | | -- |
| Budget information and forms | 83 | 88 | 5 | | -- |
| Deadline for submission | 85 | 89 | 4 | | -- |
| Dollar limit on awards | 85 | 89 | 4 | | -- |
| Page limitation instructions | 82 | 90 | 8 | ↑ | -- |
| Formatting instructions | 80 | 90 | 10 | ↑ | -- |
| Program contact | 84 | 90 | 6 | | -- |
| Helpfulness of information on the website | 66 | 71 | 5 | | -- |
| Ease of navigating performance report on web | 63 | 69 | 6 | | -- |
| **Innovative Approaches to Literacy** | | | | | |
| Responsiveness to questions | 97 | 97 | 0 | | -- |
| Timely resolution of general programmatic and financial issues | 96 | 97 | 1 | | -- |
| Use of clear and concise written and verbal communication | 96 | 97 | 1 | | -- |
| Quality of information or feedback received from IAL program staff | 96 | 95 | -1 | | -- |
| Ability to assist with the submission of the IAL annual performance report | 96 | 97 | 1 | | -- |
| Overall satisfaction with service provided by the representative | 98 | 97 | -1 | | -- |
| Frequency of communication | 96 | 96 | 0 | | -- |
| **Demonstration Grants for Indian Children/Special Projects Demonstration Grants** | | | | | |
| Accessibility and responsiveness of program staff | 76 | 67 | -9 | | -- |
| Usefulness and relevance of webinar-based technical assistance | 74 | 67 | -7 | | -- |
| Usefulness and relevance of project director meeting technical assistance | 73 | 78 | 5 | | -- |
| Usefulness and relevance of technical assistance resources on the OIE web site | 68 | 67 | -1 | | -- |
| **College Assistance Migrant Program** | | | | | |
| Accessibility and responsiveness of program staff | 91 | 90 | -1 | | -- |
| Timely resolution of questions by program staff | 86 | 89 | 3 | | -- |
| Clarity of information provided by program staff | 87 | 89 | 2 | | -- |
| Usefulness and relevance of the strategies for technical assistance | 87 | 90 | 3 | | -- |
| Usefulness of updated technical assistance resources pages on CAMP.ed.gov | -- | 85 | -- | | -- |
| **Grants for State Assessments** | | | | | |
| Provides timely responses | 68 | 68 | 0 | | -- |
| Demonstrates understanding of specific context | 72 | 68 | -4 | | -- |
| Provides assistance that enhances capacity to implement | 68 | 69 | 1 | | -- |
| Helps assess how well accomplishing goals | 63 | 64 | 1 | | -- |
| Provides support that is responsive to my State's needs to implement | 67 | 69 | 2 | | -- |
| Helps address implementation challenges | 60 | 66 | 6 | | -- |
| Provides information about key changes to requirements | 71 | 72 | 1 | | -- |
| Supports establishment of connections | 61 | 64 | 3 | | -- |
| **Javits Program** | | | | | |
| Timeliness and Responsiveness of general programmatic and financial issues | -- | 65 | -- | | -- |
| Quality of information or feedback received from Javits program staff | -- | 62 | -- | | -- |
| Knowledge and ability to assist with submission of interim performance report | -- | 72 | -- | | -- |
| Overall level of satisfaction with the service provided by representative | -- | 63 | -- | | -- |
| Frequency of communication | -- | 62 | -- | | -- |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - 21st Century Community Learning Centers
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | |
| Administered by a State Department of Education | 97% | 28 | 100% | 36 | 98% | 40 | 100% | 37 |
| Not administered by a State Department of Education | 0% | 0 | 0% | 0 | 2% | 1 | 0% | 0 |
| Don´t Know | 3% | 1 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | 29 | | 36 | | 41 | | 37 | |
| **Reporting system used for accountability data~** | | | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 4 |
| G5 | 0% | 0 | 0% | 0 | 0% | 0 | 22% | 8 |
| Other electronic system | 0% | 0 | 0% | 0 | 0% | 0 | 84% | 31 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 37 | |
| **Unlocking your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 38% | 3 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 2 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 8 | |
| **Reactivating your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 4 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 38% | 3 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 8 | |
| **Viewing a Grant Award Notification** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 38% | 3 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 38% | 3 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 8 | |
| **Requesting funds from a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 63% | 5 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 38% | 3 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 8 | |
| **Submitting a refund to a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 63% | 5 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 38% | 3 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 8 | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - 21st Century Community Learning Centers
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Accessing working on or submitting a Performance Report** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 63% | 5 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 2 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **8** | |
| **Working in G5 as a peer reviewer** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 63% | 5 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 38% | 3 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **8** | |
| **Creating a G5 account for the first time or adding a role to an existing account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 4 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 38% | 3 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **8** | |
| **Submitting a grant application through G5** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 75% | 6 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 2 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **8** | |
| **Updating key personnel** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 63% | 5 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 2 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **8** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | |
| Strongly Agree | 7% | 2 | 11% | 4 | 20% | 8 | 19% | 7 |
| Agree | 62% | 18 | 67% | 24 | 63% | 26 | 65% | 24 |
| Disagree | 17% | 5 | 14% | 5 | 12% | 5 | 14% | 5 |
| Strongly Disagree | 10% | 3 | 8% | 3 | 2% | 1 | 0% | 0 |
| Does Not Apply | 3% | 1 | 0% | 0 | 2% | 1 | 3% | 1 |
| **Number of Respondents** | **29** | | **36** | | **41** | | **37** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | |
| Issued complaint | 0% | 0 | 3% | 1 | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 29 | 97% | 35 | 100% | 41 | 100% | 37 |
| **Number of Respondents** | **29** | | **36** | | **41** | | **37** | |
| **Length of service as 21st CCLC State Director** | | | | | | | | |
| Less than two years | 0% | 0 | 8% | 3 | 17% | 7 | 23% | 8 |
| More than two years | 0% | 0 | 83% | 30 | 71% | 29 | 71% | 25 |
| Not state director but served in a leadership capacity for under two years | 0% | 0 | 0% | 0 | 2% | 1 | 3% | 1 |
| Not state director but served in a leadership capacity for over two years | 0% | 0 | 8% | 3 | 10% | 4 | 3% | 1 |
| **Number of Respondents** | **0** | | **36** | | **41** | | **35** | |
| **Meeting preference** | | | | | | | | |
| SEAs only | 0% | 0 | 78% | 28 | 88% | 36 | 91% | 32 |
| SEAs, center-level staffs, and other entities | 0% | 0 | 22% | 8 | 12% | 5 | 9% | 3 |
| **Number of Respondents** | **0** | | **36** | | **41** | | **35** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - 21st Century Community Learning Centers
Score Table

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|---|
| **Sample Size** | **40** | **35** | **34** | **26** | **29** | **36** | **41** | **37** |
| **ED Staff/Coordination** | **60** | **72** | **76** | **76** | **73** | **71** | **82** | **78** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 65 | 76 | 80 | 78 | 76 | 74 | 83 | 83 |
| Responsiveness to your questions | 58 | 74 | 80 | 80 | 68 | 65 | 78 | 77 |
| Accuracy of responses | 63 | 78 | 81 | 80 | 81 | 76 | 84 | 81 |
| Sufficiency of legal guidance in responses | 61 | 66 | 77 | 75 | 76 | 67 | 81 | 76 |
| Consistency of responses with ED staff from different program offices | 53 | 65 | 67 | 70 | 67 | 72 | 84 | 78 |
| Collaboration with other ED programs or offices in providing relevant services | 50 | 63 | 74 | 72 | 59 | 73 | 84 | 82 |
| **Online Resources** | **56** | **66** | **66** | **56** | **61** | **60** | **70** | **74** |
| Ease of finding materials online | 53 | 67 | 66 | 53 | 62 | 60 | 71 | 69 |
| Ease of submitting information to ED via the web | 62 | 70 | 71 | 52 | 57 | 58 | 71 | 82 |
| Freshness of content | -- | 65 | 62 | 52 | 56 | 60 | 68 | 73 |
| Ability to accomplish what you want on the site | -- | 63 | 65 | 58 | 62 | 61 | 69 | 70 |
| Ease of reading the site | -- | 67 | 70 | 57 | 65 | 66 | 72 | 76 |
| Ease of navigation | -- | 64 | 64 | 58 | 65 | 65 | 70 | 76 |
| **Technical Assistance** | **--** | **--** | **--** | **60** | **63** | **68** | **73** | **80** |
| Department Staff - Helped build capacity to implement reform | -- | -- | -- | 58 | 60 | 69 | 71 | 78 |
| Department-Funded TA Providers - Helped build capacity to implement reform | -- | -- | -- | 63 | 65 | 64 | 71 | 79 |
| Increased knowledge/awareness regarding key issues | -- | -- | -- | 57 | 60 | 69 | 73 | 81 |
| Higher quality implementation of this program | -- | -- | -- | 61 | 65 | 69 | 75 | 81 |
| State was able to develop, improve, or support promising practices | -- | -- | -- | 62 | 65 | 73 | 74 | 80 |
| **Technology** | **54** | **63** | **67** | **63** | **65** | **64** | **72** | **74** |
| ED's effectiveness in using technology to deliver its services | 54 | 65 | 70 | 69 | 69 | 71 | 80 | 77 |
| ED`s quality of assistance | 54 | 59 | 69 | 60 | 68 | 63 | 71 | 78 |
| Effectiveness of automated process in improving state/LEA reporting | 57 | 60 | 71 | 52 | 59 | 57 | 67 | 72 |
| Expected reduction in federal paperwork | 54 | 65 | 57 | 57 | 66 | 68 | 67 | 72 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **61** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | -- | -- | -- | -- | -- |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | -- | -- | -- | -- | 59 |
| Ease of accessing and submitting a performance report | -- | -- | -- | -- | -- | -- | -- | -- |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | -- | -- | -- | -- | 78 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | -- | -- | -- | -- | 69 |
| Ability to accomplish what you want on the site | -- | -- | -- | -- | -- | -- | -- | 69 |
| Visual appearance of the G5 pages | -- | -- | -- | -- | -- | -- | -- | 58 |
| Ease of navigation | -- | -- | -- | -- | -- | -- | -- | 64 |
| **OESE's Technical Assistance** | **50** | **59** | **67** | **61** | **59** | **64** | **72** | **74** |
| Effectiveness of OESE in helping you learn to implement grant programs | -- | -- | -- | 67 | 62 | 67 | 75 | 79 |
| Usefulness of OESE`s technical assistance services as a model | -- | -- | -- | 54 | 56 | 59 | 69 | 71 |
| **Documents** | **54** | **64** | **63** | **65** | **63** | **68** | **70** | **73** |
| Clarity | 53 | 64 | 61 | 66 | 63 | 69 | 71 | 74 |
| Organization of information | 56 | 66 | 66 | 69 | 66 | 73 | 73 | 76 |
| Sufficiency of detail to meet your program needs | 49 | 62 | 58 | 61 | 61 | 67 | 67 | 72 |
| Relevance to your areas of need | 60 | 66 | 67 | 66 | 67 | 71 | 72 | 76 |
| Comprehensiveness in addressing the scope of issues that you face | 49 | 61 | 61 | 61 | 58 | 63 | 68 | 69 |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - 21st Century Community Learning Centers
Score Table

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|---|
| **Sample Size** | **40** | **35** | **34** | **26** | **29** | **36** | **41** | **37** |
| **Information in Application Package** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **--** |
| Program Purpose | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Priorities | -- | -- | -- | -- | -- | -- | -- | -- |
| Selection Criteria | -- | -- | -- | -- | -- | -- | -- | -- |
| Review Process | -- | -- | -- | -- | -- | -- | -- | -- |
| Budget Information and Forms | -- | -- | -- | -- | -- | -- | -- | -- |
| Deadline for Submission | -- | -- | -- | -- | -- | -- | -- | -- |
| Dollar Limit on Awards | -- | -- | -- | -- | -- | -- | -- | -- |
| Page Limitation Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Formatting Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Contact | -- | -- | -- | -- | -- | -- | -- | -- |
| **ACSI** | **53** | **57** | **61** | **53** | **54** | **59** | **67** | **68** |
| How satisfied are you with ED's products and services | 57 | 64 | 69 | 60 | 60 | 65 | 73 | 74 |
| How well ED`s products and services meet expectations | 50 | 56 | 53 | 48 | 52 | 56 | 63 | 64 |
| How well ED compares with ideal products and services | 49 | 51 | 56 | 48 | 50 | 56 | 64 | 66 |
| **Complaint** | **0** | **6** | **0** | **4** | **0** | **3** | **0** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 0 | 6 | 0 | 4 | 0 | 3 | 0 | 0 |
| **21st Century Community Learning Centers** | | | | | | | | |
| Knowledge of grant and program administration issues | -- | -- | -- | 75 | 73 | 78 | 84 | 83 |
| SEA Coordinator`s meeting | -- | -- | -- | -- | -- | -- | -- | 85 |
| Webinar on April 21st | -- | -- | -- | -- | -- | -- | -- | 80 |
| Webinar on Evaluation | -- | -- | -- | -- | -- | -- | -- | 82 |
| Webinar on Sustainability | -- | -- | -- | -- | -- | -- | -- | 82 |
| Y4Y Technical Assistance | -- | -- | -- | -- | -- | -- | -- | 81 |
| 21st CCLC Preconference | -- | -- | -- | -- | -- | -- | -- | 81 |
| New Director`s Tool Kit webinar | -- | -- | -- | -- | -- | -- | -- | 86 |
| Helpfulness of information provided | -- | -- | -- | -- | -- | 77 | 84 | 88 |
| Biannual Monitoring calls | -- | -- | -- | -- | -- | -- | -- | 86 |
| Virtual monitoring reviews | -- | -- | -- | -- | -- | -- | -- | 89 |
| Onsite monitoring reviews | -- | -- | -- | -- | -- | -- | -- | 83 |
| Onsite monitoring technical assistance | -- | -- | -- | -- | -- | -- | -- | 81 |
| New Director`s Tool Kit | -- | -- | -- | -- | -- | -- | -- | 85 |
| Likelihood to recommend Y4Y website | -- | -- | -- | -- | -- | 89 | 89 | 92 |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Adult Education and Family Literacy to State Directors of Adult Education
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | |
| Administered by a State Department of Education | 61% | 23 | 69% | 22 | 81% | 25 | 60% | 25 |
| Not administered by a State Department of Education | 37% | 14 | 31% | 10 | 19% | 6 | 40% | 17 |
| Don´t Know | 3% | 1 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **38** | | **32** | | **31** | | **42** | |
| **Reporting system used for accountability data~** | | | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 0% | 0 | 12% | 5 |
| G5 | 0% | 0 | 0% | 0 | 0% | 0 | 43% | 18 |
| Other electronic system | 0% | 0 | 0% | 0 | 0% | 0 | 67% | 28 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **42** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | |
| Strongly Agree | 50% | 19 | 38% | 12 | 32% | 10 | 33% | 14 |
| Agree | 42% | 16 | 50% | 16 | 61% | 19 | 60% | 25 |
| Disagree | 5% | 2 | 9% | 3 | 3% | 1 | 5% | 2 |
| Strongly Disagree | 0% | 0 | 0% | 0 | 3% | 1 | 2% | 1 |
| Does Not Apply | 3% | 1 | 3% | 1 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **38** | | **32** | | **31** | | **42** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | |
| Issued complaint | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 38 | 100% | 32 | 100% | 31 | 100% | 42 |
| **Number of Respondents** | **38** | | **32** | | **31** | | **42** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Adult Education and Family Literacy to State Directors of Adult Education
Score Table

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|---|
| **Sample Size** | **43** | **34** | **34** | **20** | **38** | **32** | **31** | **42** |
| **ED Staff/Coordination** | **91** | **89** | **91** | **91** | **85** | **83** | **84** | **89** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 96 | 91 | 94 | 94 | 87 | 85 | 86 | 91 |
| Responsiveness to your questions | 94 | 92 | 92 | 92 | 87 | 84 | 85 | 91 |
| Accuracy of responses | 94 | 93 | 93 | 94 | 88 | 86 | 87 | 92 |
| Sufficiency of legal guidance in responses | 89 | 86 | 87 | 86 | 81 | 76 | 81 | 86 |
| Consistency of responses with ED staff from different program offices | 86 | 86 | 88 | 86 | 86 | 85 | 83 | 87 |
| Collaboration with other ED programs or offices in providing relevant services | 87 | 85 | 91 | 93 | 82 | 83 | 81 | 87 |
| **Online Resources** | **74** | **78** | **76** | **76** | **79** | **73** | **74** | **75** |
| Ease of finding materials online | 66 | 75 | 69 | 69 | 74 | 68 | 69 | 69 |
| Ease of submitting information to ED via the web | 84 | 85 | 85 | 89 | 89 | 84 | 84 | 83 |
| Freshness of content | -- | 81 | 77 | 79 | 82 | 72 | 72 | 74 |
| Ability to accomplish what you want on the site | -- | 76 | 75 | 73 | 79 | 73 | 72 | 75 |
| Ease of reading the site | -- | 75 | 76 | 76 | 80 | 73 | 74 | 75 |
| Ease of navigation | -- | 73 | 71 | 71 | 74 | 69 | 72 | 73 |
| **Technical Assistance** | **--** | **--** | **--** | **84** | **79** | **76** | **78** | **78** |
| Department Staff - Helped build capacity to implement reform | -- | -- | -- | 81 | 77 | 77 | 82 | 79 |
| Department-Funded TA Providers - Helped build capacity to implement reform | -- | -- | -- | 81 | 78 | 76 | 73 | 76 |
| Increased knowledge/awareness regarding key issues | -- | -- | -- | 89 | 84 | 79 | 83 | 81 |
| Higher quality implementation of this program | -- | -- | -- | 85 | 79 | 76 | 78 | 81 |
| State was able to develop, improve, or support promising practices | -- | -- | -- | 84 | 76 | 75 | 75 | 75 |
| **Technology** | **77** | **81** | **81** | **79** | **85** | **79** | **77** | **78** |
| ED's effectiveness in using technology to deliver its services | 77 | 86 | 85 | 84 | 85 | 82 | 79 | 76 |
| ED`s quality of assistance | 83 | 82 | 86 | 81 | -- | 84 | 82 | 81 |
| Effectiveness of automated process in improving state/LEA reporting | 84 | 80 | 82 | 80 | -- | 83 | 77 | 83 |
| Expected reduction in federal paperwork | 66 | 69 | 66 | 68 | -- | 68 | 73 | 75 |
| **Documents** | **82** | **85** | **81** | **84** | **79** | **77** | **80** | **83** |
| Clarity | 81 | 85 | 81 | 85 | 82 | 78 | 80 | 84 |
| Organization of information | 83 | 87 | 83 | 88 | 82 | 81 | 84 | 84 |
| Sufficiency of detail to meet your program needs | 81 | 84 | 80 | 83 | 78 | 73 | 75 | 81 |
| Relevance to your areas of need | 83 | 86 | 82 | 83 | 80 | 83 | 86 | 87 |
| Comprehensiveness in addressing the scope of issues that you face | 79 | 81 | 77 | 81 | 75 | 70 | 76 | 78 |
| **Information in Application Package** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **--** |
| Program Purpose | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Priorities | -- | -- | -- | -- | -- | -- | -- | -- |
| Selection Criteria | -- | -- | -- | -- | -- | -- | -- | -- |
| Review Process | -- | -- | -- | -- | -- | -- | -- | -- |
| Budget Information and Forms | -- | -- | -- | -- | -- | -- | -- | -- |
| Deadline for Submission | -- | -- | -- | -- | -- | -- | -- | -- |
| Dollar Limit on Awards | -- | -- | -- | -- | -- | -- | -- | -- |
| Page Limitation Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Formatting Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Contact | -- | -- | -- | -- | -- | -- | -- | -- |
| **ACSI** | **78** | **79** | **77** | **75** | **75** | **72** | **72** | **75** |
| How satisfied are you with ED's products and services | 83 | 84 | 83 | 80 | 82 | 78 | 79 | 81 |
| How well ED`s products and services meet expectations | 76 | 76 | 73 | 73 | 71 | 73 | 69 | 74 |
| How well ED compares with ideal products and services | 75 | 76 | 72 | 72 | 71 | 66 | 68 | 71 |
| **Complaint** | **0** | **3** | **0** | **0** | **0** | **0** | **0** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Adult Education and Family Literacy to State Directors of Adult Ed** | | | | | | | | |
| Ease of reporting using the NRS web-based system | 86 | 84 | 84 | 88 | 83 | 82 | 80 | 80 |
| Usefulness of the training offered by OCTAE through its contract to support NRS | 91 | 86 | 81 | 88 | 79 | 79 | 78 | 80 |
| Being up-to-date | 95 | 92 | 92 | 91 | 90 | 86 | 87 | 90 |
| Relevance of information | 94 | 90 | 91 | 89 | 88 | 89 | 89 | 88 |
| Usefulness to your program | 92 | 89 | 92 | 85 | 87 | 86 | 87 | 88 |
| Usefulness of products helping your state meet AEFLA program priorities | 90 | 84 | 85 | 79 | 78 | 79 | 80 | 83 |
| Technical assistance provided addresses your program priorities and needs | 89 | 82 | 84 | 81 | 75 | 78 | 76 | 78 |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Alaska Native Education Program
Demographics

| | 2014 | | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | | | |
| Administered by a State Department of Education | 0% | 0 | 27% | 7 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not administered by a State Department of Education | 0% | 0 | 69% | 18 | 0% | 0 | 0% | 0 | 0% | 0 |
| Don´t Know | 0% | 0 | 4% | 1 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | 0 | | 26 | | 0 | | 0 | | 0 | |
| **Reporting system used for accountability data~** | | | | | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| G5 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 100% | 28 |
| Other electronic system | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 0 | | 28 | |
| **Unlocking your G5 account** | | | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 32% | 9 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 18% | 5 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 18% | 5 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 21% | 6 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 2 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 4% | 1 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 0 | | 28 | |
| **Reactivating your G5 account** | | | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 14 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 21% | 6 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 3 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 2 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 4% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 2 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 0 | | 28 | |
| **Viewing a Grant Award Notification** | | | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 39% | 11 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 4% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 7 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 21% | 6 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 2 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 4% | 1 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 0 | | 28 | |
| **Requesting funds from a grant award** | | | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 54% | 15 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 4% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 4% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 4% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 29% | 8 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 2 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 0 | | 28 | |
| **Submitting a refund to a grant award** | | | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 75% | 21 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 4% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 2 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 2 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 2 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 0 | | 28 | |
| **Accessing working on or submitting a Performance Report** | | | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 29% | 8 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 4 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 4 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 29% | 8 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 4 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 0 | | 28 | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Alaska Native Education Program
Demographics

| | 2014 | | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Working in G5 as a peer reviewer** | | | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 64% | 18 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 4% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 4% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 2 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 21% | 6 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **0** | | **28** | |
| **Creating a G5 account for the first time or adding a role to an existing account** | | | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 36% | 10 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 29% | 8 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 4 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 2 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 4% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 3 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **0** | | **28** | |
| **Submitting a grant application through G5** | | | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 64% | 18 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 4% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 2 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 2 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 4% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 4 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **0** | | **28** | |
| **Updating key personnel** | | | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 54% | 15 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 18% | 5 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 4% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 4 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 4% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 2 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **0** | | **28** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | | | |
| Strongly Agree | 19% | 5 | 27% | 7 | 0% | 0 | 12% | 3 | 46% | 13 |
| Agree | 73% | 19 | 54% | 14 | 0% | 0 | 76% | 19 | 39% | 11 |
| Disagree | 0% | 0 | 12% | 3 | 0% | 0 | 8% | 2 | 4% | 1 |
| Strongly Disagree | 8% | 2 | 4% | 1 | 0% | 0 | 4% | 1 | 11% | 3 |
| Does Not Apply | 0% | 0 | 4% | 1 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **26** | | **26** | | **0** | | **25** | | **28** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | | | |
| Issued complaint | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 26 | 100% | 26 | 0% | 0 | 100% | 25 | 100% | 28 |
| **Number of Respondents** | **26** | | **26** | | **0** | | **25** | | **28** | |
| **Length of service as ANE Project Director** | | | | | | | | | | |
| Less than one year | 12% | 3 | 27% | 7 | 0% | 0 | 4% | 1 | 18% | 5 |
| More than one year | 85% | 22 | 69% | 18 | 0% | 0 | 92% | 23 | 75% | 21 |
| Not project director but served in a leadership capacity for over one year | 4% | 1 | 4% | 1 | 0% | 0 | 4% | 1 | 7% | 2 |
| **Number of Respondents** | **26** | | **26** | | **0** | | **25** | | **28** | |
| **Program officer initiated technical assistance or Quarterly Monitoring Call** | | | | | | | | | | |
| Initiated technical assistance | 77% | 20 | 65% | 17 | 0% | 0 | 88% | 22 | 54% | 15 |
| Did not initiate | 23% | 6 | 35% | 9 | 0% | 0 | 12% | 3 | 46% | 13 |
| **Number of Respondents** | **26** | | **26** | | **0** | | **25** | | **28** | |
| **Where tech assist took place~** | | | | | | | | | | |
| Project Directors' meeting sponsored by the Department | 25% | 5 | 29% | 5 | 0% | 0 | 50% | 11 | 20% | 3 |
| Conference call/email exchange with your Program Officer | 100% | 20 | 94% | 16 | 0% | 0 | 100% | 22 | 93% | 14 |
| Program Officer | 30% | 6 | 18% | 3 | 0% | 0 | 36% | 8 | 33% | 5 |
| Other | 5% | 1 | 0% | 0 | 0% | 0 | 18% | 4 | 7% | 1 |
| **Number of Respondents** | **20** | | **17** | | **0** | | **22** | | **15** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Alaska Native Education Program
Score Table

| | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|
| **Sample Size** | **26** | **26** | **0** | **25** | **28** |
| **ED Staff/Coordination** | **82** | **80** | **--** | **74** | **79** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 84 | 83 | -- | 78 | 85 |
| Responsiveness to your questions | 79 | 76 | -- | 67 | 72 |
| Accuracy of responses | 83 | 84 | -- | 77 | 85 |
| Sufficiency of legal guidance in responses | 86 | 85 | -- | 80 | 82 |
| Consistency of responses with ED staff from different program offices | 81 | 84 | -- | 62 | 82 |
| Collaboration with other ED programs or offices in providing relevant services | 77 | 82 | -- | 73 | 79 |
| **Online Resources** | **71** | **66** | **--** | **67** | **69** |
| Ease of finding materials online | 65 | 67 | -- | 69 | 69 |
| Ease of submitting information to ED via the web | 74 | 61 | -- | 64 | 67 |
| Freshness of content | 68 | 69 | -- | 69 | 70 |
| Ability to accomplish what you want on the site | 74 | 66 | -- | 69 | 70 |
| Ease of reading the site | 73 | 68 | -- | 69 | 70 |
| Ease of navigation | 73 | 67 | -- | 67 | 69 |
| **Technical Assistance** | **71** | **69** | **--** | **--** | **--** |
| Department Staff - Helped build capacity to implement reform | 65 | 58 | -- | -- | -- |
| Department-Funded TA Providers - Helped build capacity to implement reform | 71 | 64 | -- | -- | -- |
| Increased knowledge/awareness regarding key issues | 70 | 69 | -- | -- | -- |
| Higher quality implementation of this program | 73 | 74 | -- | -- | -- |
| State was able to develop, improve, or support promising practices | 73 | 73 | -- | -- | -- |
| **Technology** | **71** | **64** | **--** | **68** | **71** |
| ED's effectiveness in using technology to deliver its services | 68 | 68 | -- | 68 | 71 |
| ED`s quality of assistance | 74 | 74 | -- | 68 | 74 |
| Effectiveness of automated process in improving state/LEA reporting | 67 | 69 | -- | 70 | 64 |
| Expected reduction in federal paperwork | 70 | 56 | -- | 61 | 69 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **--** | **62** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | -- | 62 |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | -- | 60 |
| Ease of accessing and submitting a performance report | -- | -- | -- | -- | 63 |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | -- | 60 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | -- | 61 |
| Ability to accomplish what you want on the site | -- | -- | -- | -- | 63 |
| Visual appearance of the G5 pages | -- | -- | -- | -- | 63 |
| Ease of navigation | -- | -- | -- | -- | 61 |
| **OESE's Technical Assistance** | **70** | **70** | **--** | **66** | **76** |
| Effectiveness of OESE in helping you learn to implement grant programs | 71 | 71 | -- | 68 | 75 |
| Usefulness of OESE`s technical assistance services as a model | 66 | 62 | -- | 63 | 63 |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Alaska Native Education Program
Score Table

| | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|
| **Sample Size** | **26** | **26** | **0** | **25** | **28** |
| **Documents** | **75** | **70** | **--** | **69** | **81** |
| Clarity | 74 | 69 | -- | 69 | 80 |
| Organization of information | 76 | 71 | -- | 71 | 81 |
| Sufficiency of detail to meet your program needs | 75 | 69 | -- | 68 | 81 |
| Relevance to your areas of need | 77 | 71 | -- | 72 | 82 |
| Comprehensiveness in addressing the scope of issues that you face | 73 | 69 | -- | 65 | 79 |
| **Information in Application Package** | **--** | **--** | **--** | **--** | **--** |
| Program Purpose | -- | -- | -- | -- | -- |
| Program Priorities | -- | -- | -- | -- | -- |
| Selection Criteria | -- | -- | -- | -- | -- |
| Review Process | -- | -- | -- | -- | -- |
| Budget Information and Forms | -- | -- | -- | -- | -- |
| Deadline for Submission | -- | -- | -- | -- | -- |
| Dollar Limit on Awards | -- | -- | -- | -- | -- |
| Page Limitation Instructions | -- | -- | -- | -- | -- |
| Formatting Instructions | -- | -- | -- | -- | -- |
| Program Contact | -- | -- | -- | -- | -- |
| **ACSI** | **66** | **67** | **--** | **64** | **75** |
| How satisfied are you with ED's products and services | 71 | 69 | -- | 68 | 79 |
| How well ED`s products and services meet expectations | 62 | 67 | -- | 60 | 74 |
| How well ED compares with ideal products and services | 64 | 64 | -- | 63 | 71 |
| **Complaint** | **0** | **0** | **--** | **0** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 0 | 0 | -- | 0 | 0 |
| **Alaska Native Education Program** | | | | | |
| Knowledge of grant and program administration issues | 76 | 79 | -- | 78 | 82 |
| Program purpose | 85 | 88 | -- | 82 | 89 |
| Program priorities | 86 | 88 | -- | 80 | 88 |
| Selection criteria | 83 | 86 | -- | 80 | 89 |
| Review process | 77 | 82 | -- | 79 | 85 |
| Budget information and forms | 85 | 87 | -- | 83 | 88 |
| Deadline for submission | 93 | 90 | -- | 85 | 89 |
| Dollar limit on awards | 85 | 88 | -- | 85 | 89 |
| Page limitation instructions | 85 | 90 | -- | 82 | 90 |
| Formatting instructions | 87 | 89 | -- | 80 | 90 |
| Program contact | 90 | 90 | -- | 84 | 90 |
| Helpfulness of information on the website | 66 | 69 | -- | 66 | 71 |
| Ease of navigating performance report on web | 61 | 61 | -- | 63 | 69 |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Carl D. Perkins Career and Technical Education State Directors
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | |
| Administered by a State Department of Education | 78% | 18 | 79% | 19 | 75% | 18 | 73% | 22 |
| Not administered by a State Department of Education | 17% | 4 | 21% | 5 | 25% | 6 | 27% | 8 |
| Don´t Know | 4% | 1 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | 23 | | 24 | | 24 | | 30 | |
| **Reporting system used for accountability data~** | | | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 0% | 0 | 63% | 19 |
| G5 | 0% | 0 | 0% | 0 | 0% | 0 | 33% | 10 |
| Other electronic system | 0% | 0 | 0% | 0 | 0% | 0 | 30% | 9 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 30 | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | |
| Strongly Agree | 35% | 8 | 42% | 10 | 58% | 14 | 37% | 11 |
| Agree | 52% | 12 | 54% | 13 | 38% | 9 | 63% | 19 |
| Disagree | 13% | 3 | 0% | 0 | 0% | 0 | 0% | 0 |
| Strongly Disagree | 0% | 0 | 0% | 0 | 4% | 1 | 0% | 0 |
| Does Not Apply | 0% | 0 | 4% | 1 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | 23 | | 24 | | 24 | | 30 | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | |
| Issued complaint | 4% | 1 | 0% | 0 | 0% | 0 | 0% | 0 |
| Have not issued complaint | 96% | 22 | 100% | 24 | 100% | 24 | 100% | 30 |
| **Number of Respondents** | 23 | | 24 | | 24 | | 30 | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Carl D. Perkins Career and Technical Education State Directors
Score Table

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|---|
| **Sample Size** | **31** | **34** | **37** | **28** | **23** | **24** | **24** | **30** |
| **ED Staff/Coordination** | **85** | **90** | **86** | **89** | **83** | **86** | **85** | **93** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 89 | 92 | 89 | 91 | 89 | 88 | 89 | 94 |
| Responsiveness to your questions | 82 | 92 | 87 | 90 | 82 | 85 | 90 | 93 |
| Accuracy of responses | 90 | 92 | 88 | 90 | 87 | 88 | 87 | 93 |
| Sufficiency of legal guidance in responses | 83 | 86 | 85 | 87 | 78 | 80 | 74 | 91 |
| Consistency of responses with ED staff from different program offices | 81 | 88 | 80 | 85 | 82 | 85 | 82 | 93 |
| Collaboration with other ED programs or offices in providing relevant services | 80 | 87 | 74 | 86 | 90 | 85 | 85 | 92 |
| **Online Resources** | **74** | **78** | **72** | **70** | **68** | **76** | **75** | **83** |
| Ease of finding materials online | 70 | 74 | 68 | 68 | 66 | 74 | 75 | 80 |
| Ease of submitting information to ED via the web | 79 | 80 | 78 | 67 | 65 | 76 | 75 | 86 |
| Freshness of content | -- | 78 | 70 | 74 | 72 | 80 | 72 | 81 |
| Ability to accomplish what you want on the site | -- | 76 | 69 | 69 | 68 | 74 | 75 | 85 |
| Ease of reading the site | -- | 80 | 73 | 72 | 70 | 77 | 75 | 84 |
| Ease of navigation | -- | 76 | 70 | 69 | 69 | 77 | 75 | 83 |
| **Technical Assistance** | **--** | **--** | **--** | **80** | **69** | **77** | **76** | **69** |
| Department Staff - Helped build capacity to implement reform | -- | -- | -- | 82 | 67 | 76 | 77 | 61 |
| Department-Funded TA Providers - Helped build capacity to implement reform | -- | -- | -- | 79 | 65 | 70 | 76 | 68 |
| Increased knowledge/awareness regarding key issues | -- | -- | -- | 83 | 74 | 81 | 76 | 78 |
| Higher quality implementation of this program | -- | -- | -- | 79 | 75 | 77 | 75 | 78 |
| State was able to develop, improve, or support promising practices | -- | -- | -- | 80 | 73 | 80 | 75 | 76 |
| **Technology** | **71** | **75** | **71** | **74** | **76** | **75** | **76** | **81** |
| ED's effectiveness in using technology to deliver its services | 81 | 83 | 75 | 81 | 76 | 80 | 78 | 82 |
| ED`s quality of assistance | 74 | 76 | 78 | 76 | -- | 79 | 79 | 86 |
| Effectiveness of automated process in improving state/LEA reporting | 67 | 72 | 69 | 69 | -- | 75 | 77 | 81 |
| Expected reduction in federal paperwork | 59 | 63 | 56 | 66 | -- | 59 | 69 | 67 |
| **Documents** | **77** | **82** | **78** | **81** | **79** | **77** | **80** | **83** |
| Clarity | 78 | 82 | 79 | 81 | 78 | 75 | 79 | 83 |
| Organization of information | 80 | 84 | 80 | 81 | 79 | 81 | 82 | 84 |
| Sufficiency of detail to meet your program needs | 76 | 80 | 77 | 80 | 76 | 75 | 81 | 83 |
| Relevance to your areas of need | 81 | 86 | 78 | 82 | 85 | 79 | 83 | 84 |
| Comprehensiveness in addressing the scope of issues that you face | 72 | 79 | 75 | 81 | 78 | 75 | 77 | 83 |
| **Information in Application Package** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **--** |
| Program Purpose | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Priorities | -- | -- | -- | -- | -- | -- | -- | -- |
| Selection Criteria | -- | -- | -- | -- | -- | -- | -- | -- |
| Review Process | -- | -- | -- | -- | -- | -- | -- | -- |
| Budget Information and Forms | -- | -- | -- | -- | -- | -- | -- | -- |
| Deadline for Submission | -- | -- | -- | -- | -- | -- | -- | -- |
| Dollar Limit on Awards | -- | -- | -- | -- | -- | -- | -- | -- |
| Page Limitation Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Formatting Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Contact | -- | -- | -- | -- | -- | -- | -- | -- |
| **ACSI** | **74** | **77** | **70** | **74** | **71** | **72** | **77** | **79** |
| How satisfied are you with ED's products and services | 80 | 81 | 77 | 80 | 77 | 80 | 83 | 83 |
| How well ED`s products and services meet expectations | 71 | 75 | 67 | 70 | 69 | 68 | 75 | 78 |
| How well ED compares with ideal products and services | 69 | 74 | 65 | 70 | 65 | 67 | 72 | 74 |
| **Complaint** | **0** | **0** | **0** | **0** | **4** | **0** | **0** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| **Carl D. Perkins Career & Tech Ed State Directors** | | | | | | | | |
| CAR`s user-friendliness | 78 | 76 | 76 | 65 | 68 | 69 | 73 | 78 |
| Identifying and correcting compliance issues in your state | 90 | 86 | 76 | 76 | 83 | 74 | 78 | 72 |
| Helping you to improve program quality | 83 | 82 | 71 | 77 | 81 | 63 | 75 | 74 |
| Office Hours | -- | -- | -- | -- | -- | 81 | 81 | 85 |
| New State Directors Orientation | -- | -- | -- | -- | -- | 71 | 83 | 86 |
| Quarterly State CTE Directors Webinars | -- | -- | -- | -- | -- | 77 | 80 | 79 |
| Personal Communications | -- | -- | -- | -- | -- | 84 | 90 | 91 |
| PCRN's usefulness to your program | 79 | 85 | 75 | 76 | 80 | 82 | 81 | 86 |
| Database`s user-friendliness | 82 | 83 | 80 | 74 | 75 | 76 | 77 | 79 |

| | 2018 | |
|---|---|---|
| | Percent | Frequency |
| **Administered by a State Department of Education** | | |
| Administered by a State Department of Education | 18% | 3 |
| Not administered by a State Department of Education | 82% | 14 |
| Don´t Know | 0% | 0 |
| **Number of Respondents** | **17** | |

| | | |
|---|---|---|
| **Reporting system used for accountability data~** | | |
| EDEN/EDFacts | 0% | 0 |
| G5 | 12% | 2 |
| Other electronic system | 94% | 16 |
| Do not use electronic system, submit hard copy | 0% | 0 |
| **Number of Respondents** | **17** | |

| | | |
|---|---|---|
| **Unlocking your G5 account** | | |
| Never | 0% | 0 |
| Once | 0% | 0 |
| Twice | 0% | 0 |
| Occasionally | 50% | 1 |
| Regularly | 0% | 0 |
| Not Applicable | 50% | 1 |
| **Number of Respondents** | **2** | |

| | | |
|---|---|---|
| **Reactivating your G5 account** | | |
| Never | 0% | 0 |
| Once | 0% | 0 |
| Twice | 0% | 0 |
| Occasionally | 0% | 0 |
| Regularly | 0% | 0 |
| Not Applicable | 100% | 2 |
| **Number of Respondents** | **2** | |

| | | |
|---|---|---|
| **Viewing a Grant Award Notification** | | |
| Never | 0% | 0 |
| Once | 50% | 1 |
| Twice | 0% | 0 |
| Occasionally | 50% | 1 |
| Regularly | 0% | 0 |
| Not Applicable | 0% | 0 |
| **Number of Respondents** | **2** | |

| | | |
|---|---|---|
| **Requesting funds from a grant award** | | |
| Never | 50% | 1 |
| Once | 50% | 1 |
| Twice | 0% | 0 |
| Occasionally | 0% | 0 |
| Regularly | 0% | 0 |
| Not Applicable | 0% | 0 |
| **Number of Respondents** | **2** | |

| | | |
|---|---|---|
| **Submitting a refund to a grant award** | | |
| Never | 50% | 1 |
| Once | 0% | 0 |
| Twice | 0% | 0 |
| Occasionally | 0% | 0 |
| Regularly | 0% | 0 |
| Not Applicable | 50% | 1 |
| **Number of Respondents** | **2** | |

| | 2018 | |
|---|---|---|
| | Percent | Frequency |
| **Accessing working on or submitting a Performance Report** | | |
| Never | 0% | 0 |
| Once | 0% | 0 |
| Twice | 0% | 0 |
| Occasionally | 50% | 1 |
| Regularly | 50% | 1 |
| Not Applicable | 0% | 0 |
| **Number of Respondents** | **2** | |

| | | |
|---|---|---|
| **Working in G5 as a peer reviewer** | | |
| Never | 50% | 1 |
| Once | 0% | 0 |
| Twice | 0% | 0 |
| Occasionally | 0% | 0 |
| Regularly | 0% | 0 |
| Not Applicable | 50% | 1 |
| **Number of Respondents** | **2** | |

| | | |
|---|---|---|
| **Creating a G5 account for the first time or adding a role to an existing account** | | |
| Never | 50% | 1 |
| Once | 0% | 0 |
| Twice | 0% | 0 |
| Occasionally | 0% | 0 |
| Regularly | 0% | 0 |
| Not Applicable | 50% | 1 |
| **Number of Respondents** | **2** | |

| | | |
|---|---|---|
| **Submitting a grant application through G5** | | |
| Never | 50% | 1 |
| Once | 50% | 1 |
| Twice | 0% | 0 |
| Occasionally | 0% | 0 |
| Regularly | 0% | 0 |
| Not Applicable | 0% | 0 |
| **Number of Respondents** | **2** | |

| | | |
|---|---|---|
| **Updating key personnel** | | |
| Never | 0% | 0 |
| Once | 0% | 0 |
| Twice | 0% | 0 |
| Occasionally | 0% | 0 |
| Regularly | 0% | 0 |
| Not Applicable | 100% | 2 |
| **Number of Respondents** | **2** | |

| | | |
|---|---|---|
| **Overall I am satisfied with the quality of EDs products and services** | | |
| Strongly Agree | 71% | 12 |
| Agree | 29% | 5 |
| Disagree | 0% | 0 |
| Strongly Disagree | 0% | 0 |
| Does Not Apply | 0% | 0 |
| **Number of Respondents** | **17** | |

| | | |
|---|---|---|
| **Issued formal complaint about assistance received from ED staff member** | | |
| Issued complaint | 0% | 0 |
| Have not issued complaint | 100% | 17 |
| **Number of Respondents** | **17** | |

| | | |
|---|---|---|
| **Staffs timeliness in answering questions** | | |
| Exceeds expectations | 76% | 13 |
| Meets expectations | 24% | 4 |
| Does not meet expectations | 0% | 0 |
| **Number of Respondents** | **17** | |

| | 2018 | |
|---|---|---|
| | Percent | Frequency |
| **Staff knowledge of relevant legislation regulations policies and procedures** | | |
| Exceeds expectations | 71% | 12 |
| Meets expectations | 29% | 5 |
| Does not meet expectations | 0% | 0 |
| **Number of Respondents** | **17** | |
| **Staffs ability to resolve your issue** | | |
| Exceeds expectations | 88% | 15 |
| Meets expectations | 12% | 2 |
| Does not meet expectations | 0% | 0 |
| **Number of Respondents** | **17** | |
| **Staffs use of clear and concise written and verbal communication** | | |
| Exceeds expectations | 82% | 14 |
| Meets expectations | 18% | 3 |
| Does not meet expectations | 0% | 0 |
| **Number of Respondents** | **17** | |
| **Staff provides reliable and accurate technical assistance** | | |
| Exceeds expectations | 80% | 12 |
| Meets expectations | 20% | 3 |
| **Number of Respondents** | **15** | |
| **International Resource Information System IRIS System Help Desk response** | | |
| Exceeds expectations | 40% | 4 |
| Meets expectations | 40% | 4 |
| Does not meet expectations | 20% | 2 |
| **Number of Respondents** | **10** | |
| **IRIS System User Manuals** | | |
| Exceeds expectations | 30% | 3 |
| Meets expectations | 50% | 5 |
| Does not meet expectations | 20% | 2 |
| **Number of Respondents** | **10** | |
| **IRIS Frequently Asked Questions** | | |
| Exceeds expectations | 30% | 3 |
| Meets expectations | 50% | 5 |
| Does not meet expectations | 20% | 2 |
| **Number of Respondents** | **10** | |
| **Utilized CIBE performance data that is publically available on IRIS website** | | |
| Utilized data | 65% | 11 |
| Did not utilize data | 35% | 6 |
| **Number of Respondents** | **17** | |
| **Quality of CIBE performance data** | | |
| Exceeds expectations | 27% | 3 |
| Meets expectations | 73% | 8 |
| **Number of Respondents** | **11** | |
| **Additional service the program could provide that would help - CIBE~** | | |
| Post more information online | 29% | 5 |
| Post sample applications online | 24% | 4 |
| Post frequently asked questions online | 53% | 9 |
| Offer webinars with technical assistance on program requirements | 29% | 5 |
| Offer webinars on reporting through IRIS | 47% | 8 |
| Share more program performance data from other centers | 41% | 7 |
| Other service | 18% | 3 |
| **Number of Respondents** | **17** | |
| **CIBE selection criteria are relevant** | | |
| Still relevant | 100% | 17 |
| No longer relevant | 0% | 0 |
| **Number of Respondents** | **17** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Centers for International Business Education
Score Table

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|---|
| **Sample Size** | **25** | **0** | **0** | **0** | **0** | **0** | **0** | **17** |
| **ED Staff/Coordination** | **90** | **--** | **--** | **--** | **--** | **--** | **--** | **97** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 92 | -- | -- | -- | -- | -- | -- | 97 |
| Responsiveness to your questions | 91 | -- | -- | -- | -- | -- | -- | 99 |
| Accuracy of responses | 90 | -- | -- | -- | -- | -- | -- | 98 |
| Sufficiency of legal guidance in responses | 87 | -- | -- | -- | -- | -- | -- | 95 |
| Consistency of responses with ED staff from different program offices | 87 | -- | -- | -- | -- | -- | -- | 96 |
| Collaboration with other ED programs or offices in providing relevant services | 93 | -- | -- | -- | -- | -- | -- | 98 |
| **Online Resources** | **70** | **--** | **--** | **--** | **--** | **--** | **--** | **84** |
| Ease of finding materials online | 70 | -- | -- | -- | -- | -- | -- | 86 |
| Ease of submitting information to ED via the web | 70 | -- | -- | -- | -- | -- | -- | 79 |
| Freshness of content | -- | -- | -- | -- | -- | -- | -- | 83 |
| Ability to accomplish what you want on the site | -- | -- | -- | -- | -- | -- | -- | 88 |
| Ease of reading the site | -- | -- | -- | -- | -- | -- | -- | 84 |
| Ease of navigation | -- | -- | -- | -- | -- | -- | -- | 84 |
| **Technical Assistance** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **95** |
| Department Staff - Helped build capacity to implement reform | -- | -- | -- | -- | -- | -- | -- | 100 |
| Department-Funded TA Providers - Helped build capacity to implement reform | -- | -- | -- | -- | -- | -- | -- | 93 |
| Increased knowledge/awareness regarding key issues | -- | -- | -- | -- | -- | -- | -- | 100 |
| Higher quality implementation of this program | -- | -- | -- | -- | -- | -- | -- | 96 |
| State was able to develop, improve, or support promising practices | -- | -- | -- | -- | -- | -- | -- | 96 |
| **Technology** | **71** | **--** | **--** | **--** | **--** | **--** | **--** | **85** |
| ED's effectiveness in using technology to deliver its services | 71 | -- | -- | -- | -- | -- | -- | 90 |
| ED`s quality of assistance | -- | -- | -- | -- | -- | -- | -- | -- |
| Effectiveness of automated process in improving state/LEA reporting | -- | -- | -- | -- | -- | -- | -- | -- |
| Expected reduction in federal paperwork | -- | -- | -- | -- | -- | -- | -- | 74 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **94** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | -- | -- | -- | -- | 89 |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | -- | -- | -- | -- | 89 |
| Ease of accessing and submitting a performance report | -- | -- | -- | -- | -- | -- | -- | 89 |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | -- | -- | -- | -- | -- |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | -- | -- | -- | -- | 94 |
| Ability to accomplish what you want on the site | -- | -- | -- | -- | -- | -- | -- | 100 |
| Visual appearance of the G5 pages | -- | -- | -- | -- | -- | -- | -- | 94 |
| Ease of navigation | -- | -- | -- | -- | -- | -- | -- | 94 |
| **Documents** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **--** |
| Clarity | -- | -- | -- | -- | -- | -- | -- | -- |
| Organization of information | -- | -- | -- | -- | -- | -- | -- | -- |
| Sufficiency of detail to meet your program needs | -- | -- | -- | -- | -- | -- | -- | -- |
| Relevance to your areas of need | -- | -- | -- | -- | -- | -- | -- | -- |
| Comprehensiveness in addressing the scope of issues that you face | -- | -- | -- | -- | -- | -- | -- | -- |
| **Information in Application Package** | **92** | **--** | **--** | **--** | **--** | **--** | **--** | **89** |
| Program Purpose | 90 | -- | -- | -- | -- | -- | -- | 89 |
| Program Priorities | 92 | -- | -- | -- | -- | -- | -- | 96 |
| Selection Criteria | 89 | -- | -- | -- | -- | -- | -- | 95 |
| Review Process | 86 | -- | -- | -- | -- | -- | -- | 88 |
| Budget Information and Forms | 86 | -- | -- | -- | -- | -- | -- | 93 |
| Deadline for Submission | 95 | -- | -- | -- | -- | -- | -- | 96 |
| Dollar Limit on Awards | 93 | -- | -- | -- | -- | -- | -- | 76 |
| Page Limitation Instructions | 95 | -- | -- | -- | -- | -- | -- | 73 |
| Formatting Instructions | 93 | -- | -- | -- | -- | -- | -- | 88 |
| Program Contact | 95 | -- | -- | -- | -- | -- | -- | 98 |
| **ACSI** | **73** | **--** | **--** | **--** | **--** | **--** | **--** | **84** |
| How satisfied are you with ED's products and services | 82 | -- | -- | -- | -- | -- | -- | 92 |
| How well ED`s products and services meet expectations | 71 | -- | -- | -- | -- | -- | -- | 79 |
| How well ED compares with ideal products and services | 67 | -- | -- | -- | -- | -- | -- | 79 |
| **Complaint** | **0** | **--** | **--** | **--** | **--** | **--** | **--** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 0 | -- | -- | -- | -- | -- | -- | 0 |

| | 2017 | | 2018 | |
|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency |
| **Reporting system used for accountability data~** | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 |
| G5 | 0% | 0 | 49% | 20 |
| Other electronic system | 0% | 0 | 51% | 21 |
| Do not use electronic system, submit hard copy | 0% | 0 | 10% | 4 |
| **Number of Respondents** | **0** | | **41** | |
| **Unlocking your G5 account** | | | | |
| Never | 0% | 0 | 30% | 6 |
| Once | 0% | 0 | 35% | 7 |
| Twice | 0% | 0 | 15% | 3 |
| Occasionally | 0% | 0 | 20% | 4 |
| Regularly | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **0** | | **20** | |
| **Reactivating your G5 account** | | | | |
| Never | 0% | 0 | 30% | 6 |
| Once | 0% | 0 | 35% | 7 |
| Twice | 0% | 0 | 10% | 2 |
| Occasionally | 0% | 0 | 20% | 4 |
| Regularly | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 5% | 1 |
| **Number of Respondents** | **0** | | **20** | |
| **Viewing a Grant Award Notification** | | | | |
| Never | 0% | 0 | 35% | 7 |
| Once | 0% | 0 | 25% | 5 |
| Twice | 0% | 0 | 15% | 3 |
| Occasionally | 0% | 0 | 15% | 3 |
| Regularly | 0% | 0 | 10% | 2 |
| Not Applicable | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **0** | | **20** | |
| **Requesting funds from a grant award** | | | | |
| Never | 0% | 0 | 70% | 14 |
| Once | 0% | 0 | 10% | 2 |
| Twice | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 5% | 1 |
| Regularly | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 15% | 3 |
| **Number of Respondents** | **0** | | **20** | |
| **Submitting a refund to a grant award** | | | | |
| Never | 0% | 0 | 85% | 17 |
| Once | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 15% | 3 |
| **Number of Respondents** | **0** | | **20** | |
| **Accessing working on or submitting a Performance Report** | | | | |
| Never | 0% | 0 | 60% | 12 |
| Once | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 5% | 1 |
| Occasionally | 0% | 0 | 10% | 2 |
| Regularly | 0% | 0 | 5% | 1 |
| Not Applicable | 0% | 0 | 20% | 4 |
| **Number of Respondents** | **0** | | **20** | |

| | 2017 | | 2018 | |
|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency |
| **Working in G5 as a peer reviewer** | | | | |
| Never | 0% | 0 | 55% | 11 |
| Once | 0% | 0 | 5% | 1 |
| Twice | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 10% | 2 |
| Regularly | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 30% | 6 |
| **Number of Respondents** | **0** | | **20** | |
| **Creating a G5 account for the first time or adding a role to an existing account** | | | | |
| Never | 0% | 0 | 45% | 9 |
| Once | 0% | 0 | 25% | 5 |
| Twice | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 5% | 1 |
| Regularly | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 25% | 5 |
| **Number of Respondents** | **0** | | **20** | |
| **Submitting a grant application through G5** | | | | |
| Never | 0% | 0 | 60% | 12 |
| Once | 0% | 0 | 5% | 1 |
| Twice | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 10% | 2 |
| Regularly | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 25% | 5 |
| **Number of Respondents** | **0** | | **20** | |
| **Updating key personnel** | | | | |
| Never | 0% | 0 | 60% | 12 |
| Once | 0% | 0 | 10% | 2 |
| Twice | 0% | 0 | 5% | 1 |
| Occasionally | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 25% | 5 |
| **Number of Respondents** | **0** | | **20** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | |
| Strongly Agree | 42% | 16 | 51% | 21 |
| Agree | 50% | 19 | 46% | 19 |
| Disagree | 8% | 3 | 0% | 0 |
| Strongly Disagree | 0% | 0 | 0% | 0 |
| Does Not Apply | 0% | 0 | 2% | 1 |
| **Number of Respondents** | **38** | | **41** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | |
| Issued complaint | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 38 | 100% | 41 |
| **Number of Respondents** | **38** | | **41** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - College Assistance Migrant Program
Score Table

| | 2017 | 2018 |
|---|---|---|
| **Sample Size** | **38** | **41** |
| **ED Staff/Coordination** | **89** | **91** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 91 | 93 |
| Responsiveness to your questions | 85 | 92 |
| Accuracy of responses | 91 | 92 |
| Sufficiency of legal guidance in responses | 91 | 91 |
| Consistency of responses with ED staff from different program offices | 86 | 91 |
| Collaboration with other ED programs or offices in providing relevant services | 87 | 92 |
| **Online Resources** | **77** | **84** |
| Ease of finding materials online | 75 | 81 |
| Ease of submitting information to ED via the web | 85 | 91 |
| Freshness of content | 77 | 84 |
| Ability to accomplish what you want on the site | 78 | 84 |
| Ease of reading the site | 75 | 84 |
| Ease of navigation | 75 | 83 |
| **Technology** | **81** | **84** |
| ED's effectiveness in using technology to deliver its services | 81 | 85 |
| ED`s quality of assistance | 87 | 91 |
| Effectiveness of automated process in improving state/LEA reporting | 83 | 82 |
| Expected reduction in federal paperwork | 78 | 75 |
| **G5 Performance Report Submission** | **--** | **68** |
| Efficiency of submitting accountability data using G5 | -- | -- |
| Ease of finding FAQs and self-help guidance | -- | 65 |
| Ease of accessing and submitting a performance report | -- | -- |
| Ease of a Field Reader accessing Technical Review Form | -- | 63 |
| Effectiveness of G5 instructions to help you locate what you need | -- | 67 |
| Ability to accomplish what you want on the site | -- | 69 |
| Visual appearance of the G5 pages | -- | 66 |
| Ease of navigation | -- | 65 |
| **OESE's Technical Assistance** | **78** | **85** |
| Effectiveness of OESE in helping you learn to implement grant programs | 80 | 86 |
| Usefulness of OESE`s technical assistance services as a model | 73 | 81 |
| **Documents** | **85** | **83** |
| Clarity | 85 | 82 |
| Organization of information | 86 | 82 |
| Sufficiency of detail to meet your program needs | 85 | 83 |
| Relevance to your areas of need | 86 | 85 |
| Comprehensiveness in addressing the scope of issues that you face | 85 | 83 |
| **Information in Application Package** | **--** | **--** |
| Program Purpose | -- | -- |
| Program Priorities | -- | -- |
| Selection Criteria | -- | -- |
| Review Process | -- | -- |
| Budget Information and Forms | -- | -- |
| Deadline for Submission | -- | -- |
| Dollar Limit on Awards | -- | -- |
| Page Limitation Instructions | -- | -- |
| Formatting Instructions | -- | -- |
| Program Contact | -- | -- |
| **ACSI** | **79** | **85** |
| How satisfied are you with ED's products and services | 85 | 90 |
| How well ED`s products and services meet expectations | 76 | 84 |
| How well ED compares with ideal products and services | 75 | 81 |
| **Complaint** | **0** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 0 | 0 |
| **College Assistance Migrant Program** | | |
| Accessibility and responsiveness of program staff | 91 | 90 |
| Timely resolution of questions by program staff | 86 | 89 |
| Clarity of information provided by program staff | 87 | 89 |
| Usefulness and relevance of the strategies for technical assistance | 87 | 90 |
| Usefulness of updated technical assistance resources pages on CAMP.ed.gov | -- | 85 |

| | 2017 | | 2018 | |
|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency |
| **Reporting system used for accountability data~** | | | | |
| EDEN/EDFacts | 0% | 0 | 9% | 3 |
| G5 | 0% | 0 | 97% | 31 |
| Other electronic system | 0% | 0 | 0% | 0 |
| Do not use electronic system, submit hard copy | 0% | 0 | 9% | 3 |
| **Number of Respondents** | 0 | | 32 | |
| **Unlocking your G5 account** | | | | |
| Never | 0% | 0 | 26% | 8 |
| Once | 0% | 0 | 16% | 5 |
| Twice | 0% | 0 | 10% | 3 |
| Occasionally | 0% | 0 | 26% | 8 |
| Regularly | 0% | 0 | 13% | 4 |
| Not Applicable | 0% | 0 | 10% | 3 |
| **Number of Respondents** | 0 | | 31 | |
| **Reactivating your G5 account** | | | | |
| Never | 0% | 0 | 45% | 14 |
| Once | 0% | 0 | 10% | 3 |
| Twice | 0% | 0 | 3% | 1 |
| Occasionally | 0% | 0 | 23% | 7 |
| Regularly | 0% | 0 | 6% | 2 |
| Not Applicable | 0% | 0 | 13% | 4 |
| **Number of Respondents** | 0 | | 31 | |
| **Viewing a Grant Award Notification** | | | | |
| Never | 0% | 0 | 39% | 12 |
| Once | 0% | 0 | 10% | 3 |
| Twice | 0% | 0 | 10% | 3 |
| Occasionally | 0% | 0 | 19% | 6 |
| Regularly | 0% | 0 | 19% | 6 |
| Not Applicable | 0% | 0 | 3% | 1 |
| **Number of Respondents** | 0 | | 31 | |
| **Requesting funds from a grant award** | | | | |
| Never | 0% | 0 | 39% | 12 |
| Once | 0% | 0 | 10% | 3 |
| Twice | 0% | 0 | 10% | 3 |
| Occasionally | 0% | 0 | 6% | 2 |
| Regularly | 0% | 0 | 26% | 8 |
| Not Applicable | 0% | 0 | 10% | 3 |
| **Number of Respondents** | 0 | | 31 | |
| **Submitting a refund to a grant award** | | | | |
| Never | 0% | 0 | 61% | 19 |
| Once | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 3% | 1 |
| Regularly | 0% | 0 | 3% | 1 |
| Not Applicable | 0% | 0 | 32% | 10 |
| **Number of Respondents** | 0 | | 31 | |
| **Accessing working on or submitting a Performance Report** | | | | |
| Never | 0% | 0 | 16% | 5 |
| Once | 0% | 0 | 26% | 8 |
| Twice | 0% | 0 | 10% | 3 |
| Occasionally | 0% | 0 | 29% | 9 |
| Regularly | 0% | 0 | 16% | 5 |
| Not Applicable | 0% | 0 | 3% | 1 |
| **Number of Respondents** | 0 | | 31 | |
| **Working in G5 as a peer reviewer** | | | | |
| Never | 0% | 0 | 52% | 16 |
| Once | 0% | 0 | 6% | 2 |
| Twice | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 3% | 1 |
| Regularly | 0% | 0 | 3% | 1 |
| Not Applicable | 0% | 0 | 35% | 11 |
| **Number of Respondents** | 0 | | 31 | |

| | 2017 | | 2018 | |
|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency |
| **Creating a G5 account for the first time or adding a role to an existing account** | | | | |
| Never | 0% | 0 | 29% | 9 |
| Once | 0% | 0 | 29% | 9 |
| Twice | 0% | 0 | 16% | 5 |
| Occasionally | 0% | 0 | 6% | 2 |
| Regularly | 0% | 0 | 3% | 1 |
| Not Applicable | 0% | 0 | 16% | 5 |
| **Number of Respondents** | **0** | | **31** | |
| **Submitting a grant application through G5** | | | | |
| Never | 0% | 0 | 55% | 17 |
| Once | 0% | 0 | 3% | 1 |
| Twice | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 23% | 7 |
| Regularly | 0% | 0 | 6% | 2 |
| Not Applicable | 0% | 0 | 13% | 4 |
| **Number of Respondents** | **0** | | **31** | |
| **Updating key personnel** | | | | |
| Never | 0% | 0 | 29% | 9 |
| Once | 0% | 0 | 32% | 10 |
| Twice | 0% | 0 | 10% | 3 |
| Occasionally | 0% | 0 | 13% | 4 |
| Regularly | 0% | 0 | 3% | 1 |
| Not Applicable | 0% | 0 | 13% | 4 |
| **Number of Respondents** | **0** | | **31** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | |
| Strongly Agree | 27% | 8 | 22% | 7 |
| Agree | 53% | 16 | 69% | 22 |
| Disagree | 17% | 5 | 9% | 3 |
| Strongly Disagree | 0% | 0 | 0% | 0 |
| Does Not Apply | 3% | 1 | 0% | 0 |
| **Number of Respondents** | **30** | | **32** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | |
| Issued complaint | 0% | 0 | 3% | 1 |
| Have not issued complaint | 100% | 30 | 97% | 31 |
| **Number of Respondents** | **30** | | **32** | |
| **Type** | | | | |
| BCG-I | 0% | 0 | 0% | 0 |
| BO-506 | 0% | 0 | 0% | 0 |
| LEA | 0% | 0 | 0% | 0 |
| LEA-C | 0% | 0 | 0% | 0 |
| NYCP15 | 0% | 0 | 19% | 6 |
| NYCP16 | 0% | 0 | 31% | 10 |
| NYCP17 | 0% | 0 | 38% | 12 |
| T-M | 0% | 0 | 0% | 0 |
| T-S | 0% | 0 | 0% | 0 |
| Other | 0% | 0 | 13% | 4 |
| **Number of Respondents** | **0** | | **32** | |
| **Data Collection** | | | | |
| 1st | 0% | 0 | 16% | 5 |
| 2nd | 0% | 0 | 23% | 7 |
| 3rd | 0% | 0 | 6% | 2 |
| 4th | 0% | 0 | 6% | 2 |
| 5th | 0% | 0 | 16% | 5 |
| 6th | 0% | 0 | 6% | 2 |
| 7th | 0% | 0 | 23% | 7 |
| 8th | 0% | 0 | 3% | 1 |
| **Number of Respondents** | **0** | | **31** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Demonstration Grants for Indian Children/Special Projects Demonstration Grants
Demographics

| | 2017 | | 2018 | |
|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency |
| **Performance Reporting** | | | | |
| 1st | 0% | 0 | 16% | 5 |
| 2nd | 0% | 0 | 10% | 3 |
| 3rd | 0% | 0 | 10% | 3 |
| 4th | 0% | 0 | 13% | 4 |
| 6th | 0% | 0 | 16% | 5 |
| 7th | 0% | 0 | 19% | 6 |
| 8th | 0% | 0 | 16% | 5 |
| **Number of Respondents** | **0** | | **31** | |
| **Family Educational Rights and Privacy Act FERPA** | | | | |
| 1st | 0% | 0 | 19% | 6 |
| 2nd | 10% | 3 | 3% | 1 |
| 3rd | 3% | 1 | 6% | 2 |
| 4th | 3% | 1 | 10% | 3 |
| 5th | 30% | 9 | 10% | 3 |
| 6th | 53% | 16 | 3% | 1 |
| 7th | 0% | 0 | 10% | 3 |
| 8th | 0% | 0 | 39% | 12 |
| **Number of Respondents** | **30** | | **31** | |
| **Capacity Building** | | | | |
| 1st | 0% | 0 | 10% | 3 |
| 2nd | 10% | 3 | 10% | 3 |
| 3rd | 27% | 8 | 13% | 4 |
| 4th | 20% | 6 | 23% | 7 |
| 5th | 30% | 9 | 13% | 4 |
| 6th | 13% | 4 | 16% | 5 |
| 7th | 0% | 0 | 6% | 2 |
| 8th | 0% | 0 | 10% | 3 |
| **Number of Respondents** | **30** | | **31** | |
| **Parent Engagement** | | | | |
| 1st | 17% | 5 | 10% | 3 |
| 2nd | 13% | 4 | 10% | 3 |
| 3rd | 27% | 8 | 26% | 8 |
| 4th | 27% | 8 | 10% | 3 |
| 5th | 13% | 4 | 16% | 5 |
| 6th | 3% | 1 | 19% | 6 |
| 7th | 0% | 0 | 10% | 3 |
| **Number of Respondents** | **30** | | **31** | |
| **Partnerships** | | | | |
| 1st | 3% | 1 | 3% | 1 |
| 2nd | 30% | 9 | 16% | 5 |
| 3rd | 17% | 5 | 6% | 2 |
| 4th | 30% | 9 | 26% | 8 |
| 5th | 13% | 4 | 16% | 5 |
| 6th | 7% | 2 | 16% | 5 |
| 7th | 0% | 0 | 13% | 4 |
| 8th | 0% | 0 | 3% | 1 |
| **Number of Respondents** | **30** | | **31** | |
| **Cultural Relevance** | | | | |
| 1st | 23% | 7 | 10% | 3 |
| 2nd | 20% | 6 | 16% | 5 |
| 3rd | 23% | 7 | 13% | 4 |
| 4th | 13% | 4 | 0% | 0 |
| 5th | 7% | 2 | 23% | 7 |
| 6th | 13% | 4 | 16% | 5 |
| 7th | 0% | 0 | 13% | 4 |
| 8th | 0% | 0 | 10% | 3 |
| **Number of Respondents** | **30** | | **31** | |
| **Allowable Costs and Budgeting Flexibilities** | | | | |
| 1st | 0% | 0 | 16% | 5 |
| 2nd | 0% | 0 | 13% | 4 |
| 3rd | 0% | 0 | 19% | 6 |
| 4th | 0% | 0 | 13% | 4 |
| 5th | 0% | 0 | 6% | 2 |
| 6th | 0% | 0 | 6% | 2 |
| 7th | 0% | 0 | 6% | 2 |
| 8th | 0% | 0 | 19% | 6 |
| **Number of Respondents** | **0** | | **31** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Demonstration Grants for Indian Children/Special Projects Demonstration Grants
Score Table

| | 2017 | 2018 |
|---|---|---|
| **Sample Size** | **30** | **32** |
| **ED Staff/Coordination** | **75** | **77** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 81 | 84 |
| Responsiveness to your questions | 72 | 78 |
| Accuracy of responses | 79 | 79 |
| Sufficiency of legal guidance in responses | 77 | 80 |
| Consistency of responses with ED staff from different program offices | 84 | 73 |
| Collaboration with other ED programs or offices in providing relevant services | 79 | 67 |
| **Online Resources** | **68** | **62** |
| Ease of finding materials online | 70 | 63 |
| Ease of submitting information to ED via the web | 67 | 58 |
| Freshness of content | 69 | 66 |
| Ability to accomplish what you want on the site | 70 | 62 |
| Ease of reading the site | 70 | 63 |
| Ease of navigation | 66 | 58 |
| **Technology** | **71** | **67** |
| ED's effectiveness in using technology to deliver its services | 72 | 73 |
| ED`s quality of assistance | 78 | 67 |
| Effectiveness of automated process in improving state/LEA reporting | 70 | 59 |
| Expected reduction in federal paperwork | 76 | 62 |
| **G5 Performance Report Submission** | **--** | **58** |
| Efficiency of submitting accountability data using G5 | -- | 60 |
| Ease of finding FAQs and self-help guidance | -- | 57 |
| Ease of accessing and submitting a performance report | -- | 58 |
| Ease of a Field Reader accessing Technical Review Form | -- | 62 |
| Effectiveness of G5 instructions to help you locate what you need | -- | 56 |
| Ability to accomplish what you want on the site | -- | 63 |
| Visual appearance of the G5 pages | -- | 58 |
| Ease of navigation | -- | 54 |
| **OESE's Technical Assistance** | **67** | **61** |
| Effectiveness of OESE in helping you learn to implement grant programs | 68 | 66 |
| Usefulness of OESE`s technical assistance services as a model | 64 | 53 |
| **Documents** | **69** | **68** |
| Clarity | 70 | 68 |
| Organization of information | 69 | 71 |
| Sufficiency of detail to meet your program needs | 68 | 71 |
| Relevance to your areas of need | 69 | 69 |
| Comprehensiveness in addressing the scope of issues that you face | 70 | 62 |
| **Information in Application Package** | **--** | **--** |
| Program Purpose | -- | -- |
| Program Priorities | -- | -- |
| Selection Criteria | -- | -- |
| Review Process | -- | -- |
| Budget Information and Forms | -- | -- |
| Deadline for Submission | -- | -- |
| Dollar Limit on Awards | -- | -- |
| Page Limitation Instructions | -- | -- |
| Formatting Instructions | -- | -- |
| Program Contact | -- | -- |
| **ACSI** | **68** | **70** |
| How satisfied are you with ED's products and services | 71 | 76 |
| How well ED`s products and services meet expectations | 68 | 68 |
| How well ED compares with ideal products and services | 64 | 65 |
| **Complaint** | **0** | **3** |
| Issued a formal complaint about assistance received from ED staff member | 0 | 3 |
| **Demonstration Grants for Indian Children/Special Projects Demonstration Grants** | | |
| Accessibility and responsiveness of program staff | 76 | 67 |
| Usefulness and relevance of webinar-based technical assistance | 74 | 67 |
| Usefulness and relevance of project director meeting technical assistance | 73 | 78 |
| Usefulness and relevance of technical assistance resources on the OIE web site | 68 | 67 |

| | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | |
| Administered by a State Department of Education | 32% | 35 | 31% | 32 | 28% | 30 |
| Not administered by a State Department of Education | 66% | 73 | 64% | 65 | 63% | 69 |
| Don´t Know | 3% | 3 | 5% | 5 | 9% | 10 |
| **Number of Respondents** | 111 | | 102 | | 109 | |
| **Reporting system used for accountability data~** | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 1% | 1 |
| G5 | 0% | 0 | 0% | 0 | 72% | 79 |
| Other electronic system | 0% | 0 | 0% | 0 | 29% | 32 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 2% | 2 |
| **Number of Respondents** | 0 | | 0 | | 109 | |
| **Unlocking your G5 account** | | | | | | |
| Never | 0% | 0 | 0% | 0 | 24% | 19 |
| Once | 0% | 0 | 0% | 0 | 24% | 19 |
| Twice | 0% | 0 | 0% | 0 | 9% | 7 |
| Occasionally | 0% | 0 | 0% | 0 | 33% | 26 |
| Regularly | 0% | 0 | 0% | 0 | 5% | 4 |
| Not Applicable | 0% | 0 | 0% | 0 | 5% | 4 |
| **Number of Respondents** | 0 | | 0 | | 79 | |
| **Reactivating your G5 account** | | | | | | |
| Never | 0% | 0 | 0% | 0 | 44% | 35 |
| Once | 0% | 0 | 0% | 0 | 15% | 12 |
| Twice | 0% | 0 | 0% | 0 | 5% | 4 |
| Occasionally | 0% | 0 | 0% | 0 | 18% | 14 |
| Regularly | 0% | 0 | 0% | 0 | 4% | 3 |
| Not Applicable | 0% | 0 | 0% | 0 | 14% | 11 |
| **Number of Respondents** | 0 | | 0 | | 79 | |
| **Viewing a Grant Award Notification** | | | | | | |
| Never | 0% | 0 | 0% | 0 | 42% | 33 |
| Once | 0% | 0 | 0% | 0 | 13% | 10 |
| Twice | 0% | 0 | 0% | 0 | 6% | 5 |
| Occasionally | 0% | 0 | 0% | 0 | 19% | 15 |
| Regularly | 0% | 0 | 0% | 0 | 13% | 10 |
| Not Applicable | 0% | 0 | 0% | 0 | 8% | 6 |
| **Number of Respondents** | 0 | | 0 | | 79 | |
| **Requesting funds from a grant award** | | | | | | |
| Never | 0% | 0 | 0% | 0 | 57% | 45 |
| Once | 0% | 0 | 0% | 0 | 3% | 2 |
| Twice | 0% | 0 | 0% | 0 | 3% | 2 |
| Occasionally | 0% | 0 | 0% | 0 | 5% | 4 |
| Regularly | 0% | 0 | 0% | 0 | 4% | 3 |
| Not Applicable | 0% | 0 | 0% | 0 | 29% | 23 |
| **Number of Respondents** | 0 | | 0 | | 79 | |
| **Submitting a refund to a grant award** | | | | | | |
| Never | 0% | 0 | 0% | 0 | 61% | 48 |
| Once | 0% | 0 | 0% | 0 | 1% | 1 |
| Twice | 0% | 0 | 0% | 0 | 1% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 1% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 1% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 34% | 27 |
| **Number of Respondents** | 0 | | 0 | | 79 | |
| **Accessing working on or submitting a Performance Report** | | | | | | |
| Never | 0% | 0 | 0% | 0 | 24% | 19 |
| Once | 0% | 0 | 0% | 0 | 22% | 17 |
| Twice | 0% | 0 | 0% | 0 | 10% | 8 |
| Occasionally | 0% | 0 | 0% | 0 | 24% | 19 |
| Regularly | 0% | 0 | 0% | 0 | 13% | 10 |
| Not Applicable | 0% | 0 | 0% | 0 | 8% | 6 |
| **Number of Respondents** | 0 | | 0 | | 79 | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Developing Hispanic Serving Institutions
Demographics

| | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Working in G5 as a peer reviewer** | | | | | | |
| Never | 0% | 0 | 0% | 0 | 53% | 42 |
| Once | 0% | 0 | 0% | 0 | 3% | 2 |
| Twice | 0% | 0 | 0% | 0 | 1% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 4% | 3 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 39% | 31 |
| **Number of Respondents** | **0** | | **0** | | **79** | |
| **Creating a G5 account for the first time or adding a role to an existing account** | | | | | | |
| Never | 0% | 0 | 0% | 0 | 38% | 30 |
| Once | 0% | 0 | 0% | 0 | 35% | 28 |
| Twice | 0% | 0 | 0% | 0 | 6% | 5 |
| Occasionally | 0% | 0 | 0% | 0 | 4% | 3 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 16% | 13 |
| **Number of Respondents** | **0** | | **0** | | **79** | |
| **Submitting a grant application through G5** | | | | | | |
| Never | 0% | 0 | 0% | 0 | 52% | 41 |
| Once | 0% | 0 | 0% | 0 | 9% | 7 |
| Twice | 0% | 0 | 0% | 0 | 5% | 4 |
| Occasionally | 0% | 0 | 0% | 0 | 6% | 5 |
| Regularly | 0% | 0 | 0% | 0 | 4% | 3 |
| Not Applicable | 0% | 0 | 0% | 0 | 24% | 19 |
| **Number of Respondents** | **0** | | **0** | | **79** | |
| **Updating key personnel** | | | | | | |
| Never | 0% | 0 | 0% | 0 | 35% | 28 |
| Once | 0% | 0 | 0% | 0 | 28% | 22 |
| Twice | 0% | 0 | 0% | 0 | 3% | 2 |
| Occasionally | 0% | 0 | 0% | 0 | 13% | 10 |
| Regularly | 0% | 0 | 0% | 0 | 3% | 2 |
| Not Applicable | 0% | 0 | 0% | 0 | 19% | 15 |
| **Number of Respondents** | **0** | | **0** | | **79** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | |
| Strongly Agree | 26% | 29 | 38% | 39 | 30% | 33 |
| Agree | 59% | 66 | 55% | 56 | 57% | 62 |
| Disagree | 8% | 9 | 6% | 6 | 10% | 11 |
| Strongly Disagree | 4% | 4 | 0% | 0 | 3% | 3 |
| Does Not Apply | 3% | 3 | 1% | 1 | 0% | 0 |
| **Number of Respondents** | **111** | | **102** | | **109** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | |
| Issued complaint | 3% | 3 | 0% | 0 | 1% | 1 |
| Have not issued complaint | 97% | 108 | 100% | 102 | 99% | 108 |
| **Number of Respondents** | **111** | | **102** | | **109** | |
| **Length of time working on current grant - HSI** | | | | | | |
| Less than one year | 36% | 40 | 26% | 27 | 10% | 10 |
| 1-2 years | 24% | 27 | 41% | 42 | 27% | 28 |
| 2-3 years | 10% | 11 | 12% | 12 | 42% | 44 |
| 3-4 years | 10% | 11 | 10% | 10 | 17% | 18 |
| 4 or more years | 20% | 22 | 11% | 11 | 5% | 5 |
| **Number of Respondents** | **111** | | **102** | | **105** | |
| **Frequency of interactions with HSI-Division staff** | | | | | | |
| Daily | 0% | 0 | 1% | 1 | 0% | 0 |
| Weekly | 2% | 2 | 1% | 1 | 0% | 0 |
| Monthly | 21% | 23 | 26% | 27 | 32% | 34 |
| A few times a year | 72% | 80 | 60% | 61 | 60% | 63 |
| Once a year | 4% | 4 | 5% | 5 | 4% | 4 |
| Less than once a year | 2% | 2 | 7% | 7 | 4% | 4 |
| **Number of Respondents** | **111** | | **102** | | **105** | |
| **Quality of customer service from HSI-Division staff** | | | | | | |
| Excellent | 0% | 0 | 55% | 56 | 50% | 53 |
| Very Good | 0% | 0 | 33% | 34 | 36% | 38 |
| Average | 0% | 0 | 12% | 12 | 10% | 10 |
| Fair | 0% | 0 | 0% | 0 | 4% | 4 |
| **Number of Respondents** | **0** | | **102** | | **105** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Developing Hispanic Serving Institutions
Score Table

| | 2016 | 2017 | 2018 |
|---|---|---|---|
| **Sample Size** | **111** | **102** | **109** |
| **ED Staff/Coordination** | **85** | **91** | **87** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 90 | 92 | 91 |
| Responsiveness to your questions | 81 | 89 | 85 |
| Accuracy of responses | 89 | 91 | 90 |
| Sufficiency of legal guidance in responses | 84 | 93 | 91 |
| Consistency of responses with ED staff from different program offices | 83 | 90 | 87 |
| Collaboration with other ED programs or offices in providing relevant services | 81 | 90 | 92 |
| **Online Resources** | **75** | **79** | **70** |
| Ease of finding materials online | 72 | 77 | 71 |
| Ease of submitting information to ED via the web | 83 | 82 | 69 |
| Freshness of content | 74 | 78 | 71 |
| Ability to accomplish what you want on the site | 75 | 79 | 72 |
| Ease of reading the site | 74 | 78 | 73 |
| Ease of navigation | 72 | 76 | 71 |
| **Technical Assistance** | **85** | **82** | **78** |
| Department Staff - Helped build capacity to implement reform | 83 | 87 | 83 |
| Department-Funded TA Providers - Helped build capacity to implement reform | 85 | 85 | 75 |
| Increased knowledge/awareness regarding key issues | 83 | 81 | 78 |
| Higher quality implementation of this program | 87 | 85 | 83 |
| State was able to develop, improve, or support promising practices | 86 | 86 | 81 |
| **Technology** | **77** | **80** | **71** |
| ED's effectiveness in using technology to deliver its services | 77 | 80 | 71 |
| ED`s quality of assistance | -- | -- | 79 |
| Effectiveness of automated process in improving state/LEA reporting | -- | -- | 66 |
| Expected reduction in federal paperwork | -- | -- | 69 |
| **G5 Performance Report Submission** | **--** | **--** | **64** |
| Efficiency of submitting accountability data using G5 | -- | -- | 62 |
| Ease of finding FAQs and self-help guidance | -- | -- | 64 |
| Ease of accessing and submitting a performance report | -- | -- | 66 |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | 63 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | 67 |
| Ability to accomplish what you want on the site | -- | -- | 67 |
| Visual appearance of the G5 pages | -- | -- | 65 |
| Ease of navigation | -- | -- | 63 |
| **Information in Application Package** | **87** | **89** | **81** |
| Program Purpose | 88 | 90 | 80 |
| Program Priorities | 87 | 88 | 80 |
| Selection Criteria | 84 | 88 | 80 |
| Review Process | 82 | 86 | 77 |
| Budget Information and Forms | 85 | 87 | 77 |
| Deadline for Submission | 91 | 91 | 85 |
| Dollar Limit on Awards | 89 | 90 | 84 |
| Page Limitation Instructions | 89 | 91 | 84 |
| Formatting Instructions | 86 | 88 | 82 |
| Program Contact | 88 | 92 | 85 |
| **ACSI** | **73** | **78** | **72** |
| How satisfied are you with ED's products and services | 79 | 84 | 78 |
| How well ED`s products and services meet expectations | 71 | 76 | 70 |
| How well ED compares with ideal products and services | 69 | 74 | 66 |
| **Complaint** | **3** | **0** | **1** |
| Issued a formal complaint about assistance received from ED staff member | 3 | 0 | 1 |
| **Developing Hispanic Serving Institutions** | | | |
| Responsiveness to questions | 80 | 88 | 82 |
| Knowledge of relevant legislation, regulations, policies, and procedures | 87 | 92 | 88 |
| Ability to resolve issues | 87 | 91 | 87 |
| Use of clear communication | 87 | 90 | 85 |
| Timely resolution of issues | 83 | 90 | 85 |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Education for Homeless Children and Youths Program
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | |
| Administered by a State Department of Education | 95% | 35 | 91% | 32 | 92% | 33 | 100% | 32 |
| Not administered by a State Department of Education | 5% | 2 | 9% | 3 | 3% | 1 | 0% | 0 |
| Don´t Know | 0% | 0 | 0% | 0 | 6% | 2 | 0% | 0 |
| **Number of Respondents** | **37** | | **35** | | **36** | | **32** | |
| **Reporting system used for accountability data~** | | | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 0% | 0 | 97% | 31 |
| G5 | 0% | 0 | 0% | 0 | 0% | 0 | 9% | 3 |
| Other electronic system | 0% | 0 | 0% | 0 | 0% | 0 | 3% | 1 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **32** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | |
| Strongly Agree | 41% | 15 | 40% | 14 | 53% | 19 | 59% | 19 |
| Agree | 57% | 21 | 49% | 17 | 42% | 15 | 38% | 12 |
| Disagree | 3% | 1 | 3% | 1 | 3% | 1 | 3% | 1 |
| Strongly Disagree | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Does Not Apply | 0% | 0 | 9% | 3 | 3% | 1 | 0% | 0 |
| **Number of Respondents** | **37** | | **35** | | **36** | | **32** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | |
| Issued complaint | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 37 | 100% | 35 | 100% | 36 | 100% | 32 |
| **Number of Respondents** | **37** | | **35** | | **36** | | **32** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Education for Homeless Children and Youths Program
Score Table

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|---|
| **Sample Size** | **41** | **35** | **33** | **19** | **37** | **35** | **36** | **32** |
| **ED Staff/Coordination** | **93** | **91** | **94** | **89** | **91** | **86** | **93** | **88** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 96 | 94 | 96 | 92 | 95 | 91 | 97 | 90 |
| Responsiveness to your questions | 95 | 94 | 95 | 88 | 91 | 84 | 93 | 87 |
| Accuracy of responses | 95 | 94 | 95 | 90 | 94 | 93 | 94 | 90 |
| Sufficiency of legal guidance in responses | 89 | 87 | 93 | 88 | 90 | 81 | 87 | 86 |
| Consistency of responses with ED staff from different program offices | 91 | 89 | 91 | 84 | 86 | 91 | 95 | 88 |
| Collaboration with other ED programs or offices in providing relevant services | 90 | 90 | 94 | 89 | 86 | 91 | 93 | 85 |
| **Online Resources** | **63** | **73** | **72** | **76** | **70** | **68** | **76** | **83** |
| Ease of finding materials online | 61 | 71 | 71 | 74 | 68 | 65 | 79 | 85 |
| Ease of submitting information to ED via the web | 75 | 82 | 87 | 79 | 80 | 73 | 91 | 81 |
| Freshness of content | -- | 74 | 75 | 77 | 74 | 75 | 80 | 81 |
| Ability to accomplish what you want on the site | -- | 75 | 72 | 77 | 71 | 66 | 83 | 83 |
| Ease of reading the site | -- | 75 | 73 | 77 | 71 | 69 | 80 | 84 |
| Ease of navigation | -- | 71 | 67 | 74 | 69 | 66 | 74 | 80 |
| **Technical Assistance** | **--** | **--** | **--** | **92** | **90** | **85** | **92** | **83** |
| Department Staff - Helped build capacity to implement reform | -- | -- | -- | 87 | 84 | 78 | 89 | 76 |
| Department-Funded TA Providers - Helped build capacity to implement reform | -- | -- | -- | 94 | 95 | 91 | 95 | 88 |
| Increased knowledge/awareness regarding key issues | -- | -- | -- | 97 | 94 | 91 | 92 | 85 |
| Higher quality implementation of this program | -- | -- | -- | 97 | 92 | 90 | 93 | 86 |
| State was able to develop, improve, or support promising practices | -- | -- | -- | 84 | 89 | 86 | 90 | 82 |
| **Technology** | **76** | **82** | **81** | **79** | **80** | **76** | **78** | **75** |
| ED`s effectiveness in using technology to deliver its services | 83 | 85 | 84 | 88 | 86 | 89 | 85 | 83 |
| ED`s quality of assistance | 74 | 81 | 87 | 80 | 81 | 85 | 90 | 76 |
| Effectiveness of automated process in improving state/LEA reporting | 71 | 80 | 86 | 76 | 80 | 76 | 82 | 75 |
| Expected reduction in federal paperwork | 66 | 75 | 66 | 65 | 71 | 62 | 66 | 63 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **68** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | -- | -- | -- | -- | -- |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | -- | -- | -- | -- | 56 |
| Ease of accessing and submitting a performance report | -- | -- | -- | -- | -- | -- | -- | -- |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | -- | -- | -- | -- | 78 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | -- | -- | -- | -- | 70 |
| Ability to accomplish what you want on the site | -- | -- | -- | -- | -- | -- | -- | 70 |
| Visual appearance of the G5 pages | -- | -- | -- | -- | -- | -- | -- | 59 |
| Ease of navigation | -- | -- | -- | -- | -- | -- | -- | 59 |
| **OESE's Technical Assistance** | **81** | **84** | **83** | **85** | **83** | **75** | **85** | **73** |
| Effectiveness of OESE in helping you learn to implement grant programs | -- | -- | -- | 90 | 86 | 77 | 90 | 80 |
| Usefulness of OESE`s technical assistance services as a model | -- | -- | -- | 80 | 78 | 73 | 82 | 66 |
| **Documents** | **84** | **85** | **86** | **83** | **86** | **81** | **89** | **83** |
| Clarity | 83 | 84 | 86 | 78 | 86 | 80 | 91 | 83 |
| Organization of information | 85 | 87 | 88 | 83 | 88 | 84 | 93 | 83 |
| Sufficiency of detail to meet your program needs | 82 | 83 | 85 | 83 | 84 | 77 | 86 | 81 |
| Relevance to your areas of need | 86 | 90 | 89 | 87 | 89 | 84 | 93 | 87 |
| Comprehensiveness in addressing the scope of issues that you face | 82 | 82 | 83 | 82 | 85 | 80 | 86 | 81 |
| **Information in Application Package** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **--** |
| Program Purpose | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Priorities | -- | -- | -- | -- | -- | -- | -- | -- |
| Selection Criteria | -- | -- | -- | -- | -- | -- | -- | -- |
| Review Process | -- | -- | -- | -- | -- | -- | -- | -- |
| Budget Information and Forms | -- | -- | -- | -- | -- | -- | -- | -- |
| Deadline for Submission | -- | -- | -- | -- | -- | -- | -- | -- |
| Dollar Limit on Awards | -- | -- | -- | -- | -- | -- | -- | -- |
| Page Limitation Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Formatting Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Contact | -- | -- | -- | -- | -- | -- | -- | -- |
| **ACSI** | **78** | **80** | **75** | **77** | **78** | **73** | **83** | **80** |
| How satisfied are you with ED's products and services | 82 | 83 | 79 | 81 | 83 | 76 | 88 | 85 |
| How well ED`s products and services meet expectations | 76 | 80 | 73 | 78 | 74 | 71 | 82 | 76 |
| How well ED compares with ideal products and services | 73 | 76 | 73 | 73 | 76 | 71 | 79 | 77 |
| **Complaint** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Education for Homeless Children and Youth Grants for State and Local Activities** | | | | | | | | |
| Responsiveness in answering questions - US Department of Education | -- | 92 | 95 | 89 | 89 | 88 | 95 | 89 |
| Knowledge of technical material - US Department of Education | -- | 93 | 95 | 90 | 94 | 92 | 94 | 92 |
| Meeting program compliance requirements - US Department of Education | -- | 91 | 93 | 90 | 87 | 84 | 92 | 88 |
| Assisting you to impact performance results - US Department of Education | -- | 91 | 90 | 85 | 81 | 81 | 84 | 82 |
| Developing cross-agency collaborations - US Department of Education | -- | -- | 84 | 83 | 83 | 78 | 85 | 80 |
| Responsiveness in answering questions - Technical Assistance Center (NCHE) | -- | 97 | 98 | 96 | 96 | 95 | 100 | 98 |
| Knowledge of technical material - Technical Assistance Center (NCHE) | -- | 96 | 98 | 96 | 97 | 97 | 100 | 97 |
| Meeting program compliance requirements - Technical Assistance Center (NCHE) | -- | 94 | 96 | 96 | 97 | 93 | 98 | 93 |
| Assisting you to impact performance results - Technical Assistance Center (NCHE) | -- | 95 | 93 | 95 | 96 | 91 | 94 | 89 |
| Developing cross-agency collaborations - Technical Assistance Center (NCHE) | -- | -- | 84 | 87 | 89 | 82 | 87 | 85 |
| Direct one-on-one TA calls - Quality | -- | 95 | 94 | 94 | 96 | 95 | 95 | 96 |
| Webinars - Quality | -- | 90 | 89 | 94 | 95 | 92 | 91 | 91 |
| State Coordinators meeting - Quality | -- | 98 | 96 | 94 | 97 | 91 | 95 | 94 |
| Website - Quality | -- | 92 | 89 | 90 | 88 | 88 | 87 | 89 |
| Products - Quality | -- | 94 | 93 | 94 | 91 | 90 | 88 | 92 |
| Direct one-on-one TA calls - Usefulness | -- | 94 | 94 | 96 | 97 | 97 | 97 | 97 |
| Webinars - Usefulness | -- | 92 | 91 | 95 | 97 | 95 | 98 | 91 |
| State Coordinators meeting - Usefulness | -- | 96 | 96 | 96 | 99 | 95 | 97 | 96 |
| Website - Usefulness | -- | 94 | 92 | 94 | 98 | 95 | 97 | 94 |
| Products - Usefulness | -- | 95 | 94 | 95 | 97 | 96 | 97 | 95 |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - English Language Acquisition State Grants (Title III State Formula Grants)
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | |
| Administered by a State Department of Education | 95% | 21 | 90% | 27 | 95% | 19 | 100% | 24 |
| Not administered by a State Department of Education | 0% | 0 | 3% | 1 | 5% | 1 | 0% | 0 |
| Don´t Know | 5% | 1 | 7% | 2 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **22** | | **30** | | **20** | | **24** | |
| **Reporting system used for accountability data~** | | | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 0% | 0 | 92% | 22 |
| G5 | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 6 |
| Other electronic system | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **24** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | |
| Strongly Agree | 18% | 4 | 10% | 3 | 10% | 2 | 13% | 3 |
| Agree | 50% | 11 | 50% | 15 | 65% | 13 | 71% | 17 |
| Disagree | 18% | 4 | 20% | 6 | 20% | 4 | 13% | 3 |
| Strongly Disagree | 9% | 2 | 10% | 3 | 0% | 0 | 4% | 1 |
| Does Not Apply | 5% | 1 | 10% | 3 | 5% | 1 | 0% | 0 |
| **Number of Respondents** | **22** | | **30** | | **20** | | **24** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | |
| Issued complaint | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 22 | 100% | 30 | 100% | 20 | 100% | 24 |
| **Number of Respondents** | **22** | | **30** | | **20** | | **24** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - English Language Acquisition State Grants (Title III State Formula Grants)
Score Table

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|---|
| **Sample Size** | **41** | **39** | **27** | **38** | **22** | **30** | **20** | **24** |
| **ED Staff/Coordination** | **84** | **77** | **76** | **82** | **67** | **71** | **76** | **84** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 88 | 81 | 80 | 88 | 73 | 72 | 85 | 85 |
| Responsiveness to your questions | 88 | 81 | 76 | 85 | 68 | 70 | 70 | 83 |
| Accuracy of responses | 86 | 82 | 81 | 84 | 68 | 78 | 79 | 87 |
| Sufficiency of legal guidance in responses | 84 | 75 | 78 | 82 | 70 | 70 | 79 | 86 |
| Consistency of responses with ED staff from different program offices | 77 | 75 | 66 | 75 | 64 | 71 | 71 | 82 |
| Collaboration with other ED programs or offices in providing relevant services | 74 | 75 | 66 | 74 | 59 | 65 | 74 | 85 |
| **Online Resources** | **59** | **65** | **60** | **64** | **55** | **63** | **60** | **68** |
| Ease of finding materials online | 55 | 61 | 54 | 60 | 56 | 64 | 59 | 67 |
| Ease of submitting information to ED via the web | 65 | 77 | 68 | 74 | 63 | 65 | 65 | 78 |
| Freshness of content | -- | 68 | 62 | 64 | 55 | 63 | 59 | 66 |
| Ability to accomplish what you want on the site | -- | 62 | 60 | 65 | 54 | 62 | 59 | 66 |
| Ease of reading the site | -- | 67 | 64 | 65 | 59 | 64 | 62 | 68 |
| Ease of navigation | -- | 60 | 63 | 62 | 52 | 59 | 60 | 66 |
| **Technical Assistance** | **--** | **--** | **--** | **70** | **60** | **71** | **61** | **71** |
| Department Staff - Helped build capacity to implement reform | -- | -- | -- | 70 | 59 | 67 | 59 | 70 |
| Department-Funded TA Providers - Helped build capacity to implement reform | -- | -- | -- | 69 | 54 | 72 | 67 | 73 |
| Increased knowledge/awareness regarding key issues | -- | -- | -- | 73 | 60 | 72 | 66 | 73 |
| Higher quality implementation of this program | -- | -- | -- | 73 | 61 | 72 | 61 | 74 |
| State was able to develop, improve, or support promising practices | -- | -- | -- | 71 | 59 | 72 | 66 | 73 |
| **Technology** | **73** | **73** | **70** | **70** | **62** | **62** | **59** | **74** |
| ED's effectiveness in using technology to deliver its services | 84 | 81 | 79 | 69 | 62 | 63 | 58 | 75 |
| ED`s quality of assistance | 67 | 70 | 68 | 74 | 60 | 69 | 60 | 76 |
| Effectiveness of automated process in improving state/LEA reporting | 64 | 68 | 67 | 70 | 60 | 60 | 69 | 69 |
| Expected reduction in federal paperwork | 73 | 69 | 63 | 63 | 63 | 53 | 50 | 64 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **71** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | -- | -- | -- | -- | -- |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | -- | -- | -- | -- | 69 |
| Ease of accessing and submitting a performance report | -- | -- | -- | -- | -- | -- | -- | -- |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | -- | -- | -- | -- | 59 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | -- | -- | -- | -- | 72 |
| Ability to accomplish what you want on the site | -- | -- | -- | -- | -- | -- | -- | 70 |
| Visual appearance of the G5 pages | -- | -- | -- | -- | -- | -- | -- | 72 |
| Ease of navigation | -- | -- | -- | -- | -- | -- | -- | 67 |
| **OESE's Technical Assistance** | **73** | **66** | **68** | **72** | **53** | **59** | **56** | **67** |
| Effectiveness of OESE in helping you learn to implement grant programs | -- | -- | -- | 74 | 58 | 64 | 65 | 74 |
| Usefulness of OESE`s technical assistance services as a model | -- | -- | -- | 69 | 51 | 53 | 47 | 59 |
| **Documents** | **71** | **71** | **68** | **69** | **69** | **72** | **62** | **69** |
| Clarity | 72 | 73 | 71 | 69 | 72 | 74 | 63 | 69 |
| Organization of information | 74 | 74 | 75 | 72 | 70 | 75 | 68 | 71 |
| Sufficiency of detail to meet your program needs | 66 | 68 | 61 | 67 | 66 | 69 | 55 | 68 |
| Relevance to your areas of need | 79 | 73 | 72 | 72 | 69 | 74 | 65 | 72 |
| Comprehensiveness in addressing the scope of issues that you face | 68 | 64 | 62 | 65 | 66 | 67 | 57 | 66 |
| **Information in Application Package** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **--** |
| Program Purpose | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Priorities | -- | -- | -- | -- | -- | -- | -- | -- |
| Selection Criteria | -- | -- | -- | -- | -- | -- | -- | -- |
| Review Process | -- | -- | -- | -- | -- | -- | -- | -- |
| Budget Information and Forms | -- | -- | -- | -- | -- | -- | -- | -- |
| Deadline for Submission | -- | -- | -- | -- | -- | -- | -- | -- |
| Dollar Limit on Awards | -- | -- | -- | -- | -- | -- | -- | -- |
| Page Limitation Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Formatting Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Contact | -- | -- | -- | -- | -- | -- | -- | -- |
| **ACSI** | **68** | **60** | **63** | **61** | **56** | **55** | **57** | **68** |
| How satisfied are you with ED's products and services | 75 | 67 | 72 | 67 | 60 | 61 | 61 | 73 |
| How well ED`s products and services meet expectations | 65 | 58 | 57 | 59 | 52 | 50 | 54 | 66 |
| How well ED compares with ideal products and services | 61 | 56 | 59 | 57 | 55 | 52 | 54 | 63 |
| **Complaint** | **0** | **0** | **4** | **3** | **0** | **0** | **0** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 0 | 0 | 4 | 3 | 0 | 0 | 0 | 0 |
| **English Language Acquisition State Grants (Title III State Formula Grants)** | | | | | | | | |
| Provides timely responses | -- | -- | -- | -- | -- | 63 | 68 | 79 |
| Demonstrates understanding of specific context | -- | -- | -- | -- | -- | 60 | 68 | 76 |
| Provides assistance that enhances capacity to implement | -- | -- | -- | -- | -- | -- | 74 | 76 |
| Helps assess how well accomplishing goals | -- | -- | -- | -- | -- | 59 | 64 | 67 |
| Provides support that is responsive to my State's needs to implement | -- | -- | -- | -- | -- | -- | 65 | 70 |
| Helps address implementation challenges | -- | -- | -- | -- | -- | 59 | 66 | 73 |
| Provides information about key changes to requirements | -- | -- | -- | -- | -- | -- | 72 | 77 |
| Supports establishment of connections | -- | -- | -- | -- | -- | 60 | 69 | 65 |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Grants for State Assessments
Demographics

| | 2017 | | 2018 | |
|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | |
| Administered by a State Department of Education | 94% | 16 | 88% | 28 |
| Not administered by a State Department of Education | 0% | 0 | 0% | 0 |
| Don´t Know | 6% | 1 | 13% | 4 |
| **Number of Respondents** | **17** | | **32** | |

| | | | | |
|---|---|---|---|---|
| **Reporting system used for accountability data~** | | | | |
| EDEN/EDFacts | 0% | 0 | 88% | 28 |
| G5 | 0% | 0 | 22% | 7 |
| Other electronic system | 0% | 0 | 3% | 1 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **0** | | **32** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | |
| Strongly Agree | 24% | 4 | 25% | 8 |
| Agree | 65% | 11 | 66% | 21 |
| Disagree | 6% | 1 | 6% | 2 |
| Strongly Disagree | 6% | 1 | 0% | 0 |
| Does Not Apply | 0% | 0 | 3% | 1 |
| **Number of Respondents** | **17** | | **32** | |

| | | | | |
|---|---|---|---|---|
| **Issued formal complaint about assistance received from ED staff member** | | | | |
| Issued complaint | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 17 | 100% | 32 |
| **Number of Respondents** | **17** | | **32** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Grants for State Assessments
Score Table

| | 2017 | 2018 |
|---|---|---|
| **Sample Size** | **17** | **32** |
| **ED Staff/Coordination** | **73** | **82** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 75 | 84 |
| Responsiveness to your questions | 70 | 86 |
| Accuracy of responses | 79 | 86 |
| Sufficiency of legal guidance in responses | 71 | 82 |
| Consistency of responses with ED staff from different program offices | 69 | 81 |
| Collaboration with other ED programs or offices in providing relevant services | 70 | 78 |
| **Online Resources** | **64** | **70** |
| Ease of finding materials online | 61 | 63 |
| Ease of submitting information to ED via the web | 66 | 76 |
| Freshness of content | 63 | 70 |
| Ability to accomplish what you want on the site | 64 | 67 |
| Ease of reading the site | 67 | 70 |
| Ease of navigation | 63 | 66 |
| **Technical Assistance** | **65** | **70** |
| Department Staff - Helped build capacity to implement reform | 63 | 67 |
| Department-Funded TA Providers - Helped build capacity to implement reform | 53 | 70 |
| Increased knowledge/awareness regarding key issues | 67 | 78 |
| Higher quality implementation of this program | 67 | 71 |
| State was able to develop, improve, or support promising practices | 69 | 71 |
| **Technology** | **62** | **76** |
| ED's effectiveness in using technology to deliver its services | 67 | 81 |
| ED`s quality of assistance | 60 | 79 |
| Effectiveness of automated process in improving state/LEA reporting | 59 | 75 |
| Expected reduction in federal paperwork | 50 | 57 |
| **G5 Performance Report Submission** | **--** | **76** |
| Efficiency of submitting accountability data using G5 | -- | -- |
| Ease of finding FAQs and self-help guidance | -- | 76 |
| Ease of accessing and submitting a performance report | -- | -- |
| Ease of a Field Reader accessing Technical Review Form | -- | 81 |
| Effectiveness of G5 instructions to help you locate what you need | -- | 83 |
| Ability to accomplish what you want on the site | -- | 86 |
| Visual appearance of the G5 pages | -- | 83 |
| Ease of navigation | -- | 83 |
| **OESE's Technical Assistance** | **64** | **71** |
| Effectiveness of OESE in helping you learn to implement grant programs | 64 | 75 |
| Usefulness of OESE`s technical assistance services as a model | 59 | 64 |
| **Documents** | **69** | **76** |
| Clarity | 71 | 76 |
| Organization of information | 69 | 79 |
| Sufficiency of detail to meet your program needs | 66 | 73 |
| Relevance to your areas of need | 71 | 77 |
| Comprehensiveness in addressing the scope of issues that you face | 66 | 71 |
| **Information in Application Package** | **--** | **--** |
| Program Purpose | -- | -- |
| Program Priorities | -- | -- |
| Selection Criteria | -- | -- |
| Review Process | -- | -- |
| Budget Information and Forms | -- | -- |
| Deadline for Submission | -- | -- |
| Dollar Limit on Awards | -- | -- |
| Page Limitation Instructions | -- | -- |
| Formatting Instructions | -- | -- |
| Program Contact | -- | -- |
| **ACSI** | **63** | **66** |
| How satisfied are you with ED's products and services | 68 | 74 |
| How well ED`s products and services meet expectations | 61 | 62 |
| How well ED compares with ideal products and services | 58 | 60 |
| **Complaint** | **0** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 0 | 0 |
| **Grants for State Assessments** | | |
| Provides timely responses | 68 | 68 |
| Demonstrates understanding of specific context | 72 | 68 |
| Provides assistance that enhances capacity to implement | 68 | 69 |
| Helps assess how well accomplishing goals | 63 | 64 |
| Provides support that is responsive to my State's needs to implement | 67 | 69 |
| Helps address implementation challenges | 60 | 66 |
| Provides information about key changes to requirements | 71 | 72 |
| Supports establishment of connections | 61 | 64 |

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | |
| Administered by a State Department of Education | 44% | 11 | 36% | 9 | 0% | 0 | 0% | 0 |
| Not administered by a State Department of Education | 52% | 13 | 56% | 14 | 0% | 0 | 0% | 0 |
| Don´t Know | 4% | 1 | 8% | 2 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **25** | | **25** | | **0** | | **0** | |
| **Reporting system used for accountability data~** | | | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 0% | 0 | 3% | 1 |
| G5 | 0% | 0 | 0% | 0 | 0% | 0 | 38% | 14 |
| Other electronic system | 0% | 0 | 0% | 0 | 0% | 0 | 51% | 19 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 0% | 0 | 16% | 6 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **37** | |
| **Unlocking your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 36% | 5 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 36% | 5 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 21% | 3 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **14** | |
| **Reactivating your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 57% | 8 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 2 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 21% | 3 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **14** | |
| **Viewing a Grant Award Notification** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 7 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 29% | 4 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **14** | |
| **Requesting funds from a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 64% | 9 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 29% | 4 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **14** | |
| **Submitting a refund to a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 64% | 9 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 36% | 5 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **14** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - High School Equivalency Program (HEP) – Migrant Education
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Accessing working on or submitting a Performance Report** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 43% | 6 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 29% | 4 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **14** | |
| **Working in G5 as a peer reviewer** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 43% | 6 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 2 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 36% | 5 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **14** | |
| **Creating a G5 account for the first time or adding a role to an existing account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 29% | 4 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 21% | 3 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 43% | 6 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **14** | |
| **Submitting a grant application through G5** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 7 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 21% | 3 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 29% | 4 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **14** | |
| **Updating key personnel** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 36% | 5 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 36% | 5 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 2 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **14** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | |
| Strongly Agree | 44% | 11 | 52% | 13 | 53% | 18 | 49% | 18 |
| Agree | 48% | 12 | 44% | 11 | 38% | 13 | 46% | 17 |
| Disagree | 8% | 2 | 0% | 0 | 3% | 1 | 5% | 2 |
| Strongly Disagree | 0% | 0 | 4% | 1 | 3% | 1 | 0% | 0 |
| Does Not Apply | 0% | 0 | 0% | 0 | 3% | 1 | 0% | 0 |
| **Number of Respondents** | **25** | | **25** | | **34** | | **37** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | |
| Issued complaint | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 25 | 100% | 25 | 100% | 34 | 100% | 37 |
| **Number of Respondents** | **25** | | **25** | | **34** | | **37** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - High School Equivalency Program (HEP) – Migrant Education
Score Table

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|---|
| **Sample Size** | **36** | **21** | **29** | **35** | **25** | **25** | **34** | **37** |
| **ED Staff/Coordination** | **84** | **83** | **89** | **87** | **93** | **91** | **89** | **92** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 90 | 92 | 94 | 89 | 96 | 90 | 90 | 92 |
| Responsiveness to your questions | 80 | 79 | 87 | 85 | 94 | 89 | 89 | 93 |
| Accuracy of responses | 87 | 85 | 90 | 86 | 96 | 93 | 90 | 94 |
| Sufficiency of legal guidance in responses | 85 | 78 | 86 | 87 | 92 | 90 | 89 | 93 |
| Consistency of responses with ED staff from different program offices | 79 | 86 | 85 | 86 | 92 | 94 | 87 | 91 |
| Collaboration with other ED programs or offices in providing relevant services | 86 | 86 | 87 | 89 | 89 | 93 | 92 | 89 |
| **Online Resources** | **61** | **74** | **75** | **86** | **85** | **83** | **80** | **77** |
| Ease of finding materials online | 75 | 73 | 75 | 83 | 84 | 80 | 79 | 71 |
| Ease of submitting information to ED via the web | 47 | 77 | 73 | 89 | 88 | 88 | 85 | 85 |
| Freshness of content | -- | 73 | 75 | 85 | 84 | 81 | 77 | 75 |
| Ability to accomplish what you want on the site | -- | 76 | 75 | 87 | 85 | 84 | 81 | 74 |
| Ease of reading the site | -- | 77 | 78 | 88 | 86 | 81 | 80 | 78 |
| Ease of navigation | -- | 71 | 76 | 87 | 85 | 83 | 79 | 77 |
| **Technical Assistance** | **--** | **--** | **--** | **84** | **84** | **90** | **--** | **--** |
| Department Staff - Helped build capacity to implement reform | -- | -- | -- | 84 | 82 | 94 | -- | -- |
| Department-Funded TA Providers - Helped build capacity to implement reform | -- | -- | -- | 88 | 82 | 93 | -- | -- |
| Increased knowledge/awareness regarding key issues | -- | -- | -- | 84 | 78 | 88 | -- | -- |
| Higher quality implementation of this program | -- | -- | -- | 87 | 88 | 88 | -- | -- |
| State was able to develop, improve, or support promising practices | -- | -- | -- | 84 | 90 | 89 | -- | -- |
| **Technology** | **75** | **78** | **81** | **86** | **87** | **89** | **84** | **78** |
| ED's effectiveness in using technology to deliver its services | 78 | 83 | 83 | 91 | 89 | 87 | 85 | 80 |
| ED`s quality of assistance | 70 | 76 | 81 | 86 | 93 | 92 | 86 | 85 |
| Effectiveness of automated process in improving state/LEA reporting | 61 | 76 | 77 | 83 | 91 | 87 | 78 | 75 |
| Expected reduction in federal paperwork | 74 | 73 | 82 | 83 | 80 | 88 | 79 | 76 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **79** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | -- | -- | -- | -- | -- |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | -- | -- | -- | -- | 80 |
| Ease of accessing and submitting a performance report | -- | -- | -- | -- | -- | -- | -- | -- |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | -- | -- | -- | -- | 78 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | -- | -- | -- | -- | 81 |
| Ability to accomplish what you want on the site | -- | -- | -- | -- | -- | -- | -- | 81 |
| Visual appearance of the G5 pages | -- | -- | -- | -- | -- | -- | -- | 76 |
| Ease of navigation | -- | -- | -- | -- | -- | -- | -- | 74 |
| **OESE's Technical Assistance** | **80** | **78** | **77** | **86** | **87** | **84** | **78** | **82** |
| Effectiveness of OESE in helping you learn to implement grant programs | -- | -- | -- | 86 | 87 | 85 | 78 | 83 |
| Usefulness of OESE`s technical assistance services as a model | -- | -- | -- | 84 | 81 | 81 | 77 | 81 |
| **Documents** | **80** | **84** | **88** | **89** | **89** | **85** | **84** | **84** |
| Clarity | 80 | 84 | 87 | 89 | 89 | 86 | 84 | 83 |
| Organization of information | 82 | 86 | 89 | 90 | 90 | 85 | 86 | 82 |
| Sufficiency of detail to meet your program needs | 79 | 86 | 87 | 90 | 88 | 86 | 84 | 85 |
| Relevance to your areas of need | 83 | 84 | 90 | 90 | 91 | 85 | 86 | 85 |
| Comprehensiveness in addressing the scope of issues that you face | 78 | 82 | 86 | 88 | 88 | 85 | 83 | 84 |
| **Information in Application Package** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **--** |
| Program Purpose | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Priorities | -- | -- | -- | -- | -- | -- | -- | -- |
| Selection Criteria | -- | -- | -- | -- | -- | -- | -- | -- |
| Review Process | -- | -- | -- | -- | -- | -- | -- | -- |
| Budget Information and Forms | -- | -- | -- | -- | -- | -- | -- | -- |
| Deadline for Submission | -- | -- | -- | -- | -- | -- | -- | -- |
| Dollar Limit on Awards | -- | -- | -- | -- | -- | -- | -- | -- |
| Page Limitation Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Formatting Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Contact | -- | -- | -- | -- | -- | -- | -- | -- |
| **ACSI** | **75** | **74** | **80** | **80** | **81** | **85** | **82** | **80** |
| How satisfied are you with ED's products and services | 79 | 78 | 85 | 85 | 85 | 88 | 86 | 84 |
| How well ED`s products and services meet expectations | 72 | 70 | 77 | 77 | 77 | 83 | 79 | 76 |
| How well ED compares with ideal products and services | 73 | 72 | 76 | 76 | 78 | 84 | 79 | 77 |
| **Complaint** | **3** | **0** | **0** | **3** | **0** | **0** | **0** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 3 | 0 | 0 | 3 | 0 | 0 | 0 | 0 |
| **High School Equivalency Program (HEP) – Migrant Education** | | | | | | | | |
| Accessibility and responsiveness of program staff | -- | -- | 86 | 89 | 94 | 93 | 86 | 90 |
| Timely resolution of questions by program staff | -- | -- | 86 | 86 | 93 | 88 | 83 | 87 |
| Clarity of information provided by program staff | -- | -- | 89 | 89 | 93 | 88 | 86 | 88 |
| Usefulness and relevance of technical assistance strategies | -- | -- | 87 | 92 | 92 | 89 | 85 | 88 |
| Usefulness of updated technical assistance resources pages on HEP.ed.gov | -- | -- | -- | -- | -- | -- | -- | 86 |

| | 2017 | | 2018 | |
|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency |
| **Length of time working on current grant** | | | | |
| Less than one year | 59% | 39 | 0% | 0 |
| 1-2 years | 8% | 5 | 90% | 45 |
| 2-3 years | 5% | 3 | 10% | 5 |
| 3-4 years | 5% | 3 | 0% | 0 |
| 4 or more years | 24% | 16 | 0% | 0 |
| **Number of Respondents** | 66 | | 50 | |
| **Frequency of interactions with program staff** | | | | |
| Daily | 3% | 2 | 2% | 1 |
| Weekly | 5% | 3 | 6% | 3 |
| Monthly | 30% | 20 | 58% | 29 |
| A few times a year | 59% | 39 | 28% | 14 |
| Once a year | 2% | 1 | 0% | 0 |
| Less than once a year | 2% | 1 | 6% | 3 |
| **Number of Respondents** | 66 | | 50 | |
| **Quality of customer service** | | | | |
| Very Good/Excellent | 74% | 49 | 74% | 37 |
| Average | 23% | 15 | 22% | 11 |
| Fair | 2% | 1 | 4% | 2 |
| Poor | 2% | 1 | 0% | 0 |
| **Number of Respondents** | 66 | | 50 | |
| **Administered by a State Department of Education** | | | | |
| Administered by a State Department of Education | 39% | 26 | 37% | 19 |
| Not administered by a State Department of Education | 58% | 38 | 61% | 31 |
| Don´t Know | 3% | 2 | 2% | 1 |
| **Number of Respondents** | 66 | | 51 | |
| **Reporting system used for accountability data~** | | | | |
| EDEN/EDFacts | 0% | 0 | 4% | 2 |
| G5 | 0% | 0 | 73% | 37 |
| Other electronic system | 0% | 0 | 31% | 16 |
| Do not use electronic system, submit hard copy | 0% | 0 | 4% | 2 |
| **Number of Respondents** | 0 | | 51 | |
| **Unlocking your G5 account** | | | | |
| Never | 0% | 0 | 24% | 9 |
| Once | 0% | 0 | 35% | 13 |
| Twice | 0% | 0 | 16% | 6 |
| Occasionally | 0% | 0 | 16% | 6 |
| Regularly | 0% | 0 | 8% | 3 |
| Not Applicable | 0% | 0 | 0% | 0 |
| **Number of Respondents** | 0 | | 37 | |
| **Reactivating your G5 account** | | | | |
| Never | 0% | 0 | 41% | 15 |
| Once | 0% | 0 | 27% | 10 |
| Twice | 0% | 0 | 3% | 1 |
| Occasionally | 0% | 0 | 14% | 5 |
| Regularly | 0% | 0 | 11% | 4 |
| Not Applicable | 0% | 0 | 5% | 2 |
| **Number of Respondents** | 0 | | 37 | |
| **Viewing a Grant Award Notification** | | | | |
| Never | 0% | 0 | 30% | 11 |
| Once | 0% | 0 | 8% | 3 |
| Twice | 0% | 0 | 14% | 5 |
| Occasionally | 0% | 0 | 38% | 14 |
| Regularly | 0% | 0 | 5% | 2 |
| Not Applicable | 0% | 0 | 5% | 2 |
| **Number of Respondents** | 0 | | 37 | |
| **Requesting funds from a grant award** | | | | |
| Never | 0% | 0 | 51% | 19 |
| Once | 0% | 0 | 5% | 2 |
| Twice | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 8% | 3 |
| Regularly | 0% | 0 | 5% | 2 |
| Not Applicable | 0% | 0 | 30% | 11 |
| **Number of Respondents** | 0 | | 37 | |

| | 2017 | | 2018 | |
|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency |
| **Submitting a refund to a grant award** | | | | |
| Never | 0% | 0 | 62% | 23 |
| Once | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 3% | 1 |
| Regularly | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 35% | 13 |
| **Number of Respondents** | 0 | | 37 | |
| **Accessing working on or submitting a Performance Report** | | | | |
| Never | 0% | 0 | 14% | 5 |
| Once | 0% | 0 | 19% | 7 |
| Twice | 0% | 0 | 27% | 10 |
| Occasionally | 0% | 0 | 14% | 5 |
| Regularly | 0% | 0 | 19% | 7 |
| Not Applicable | 0% | 0 | 8% | 3 |
| **Number of Respondents** | 0 | | 37 | |
| **Working in G5 as a peer reviewer** | | | | |
| Never | 0% | 0 | 49% | 18 |
| Once | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 5% | 2 |
| Regularly | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 46% | 17 |
| **Number of Respondents** | 0 | | 37 | |
| **Creating a G5 account for the first time or adding a role to an existing account** | | | | |
| Never | 0% | 0 | 27% | 10 |
| Once | 0% | 0 | 41% | 15 |
| Twice | 0% | 0 | 5% | 2 |
| Occasionally | 0% | 0 | 8% | 3 |
| Regularly | 0% | 0 | 3% | 1 |
| Not Applicable | 0% | 0 | 16% | 6 |
| **Number of Respondents** | 0 | | 37 | |
| **Submitting a grant application through G5** | | | | |
| Never | 0% | 0 | 57% | 21 |
| Once | 0% | 0 | 5% | 2 |
| Twice | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 5% | 2 |
| Regularly | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 32% | 12 |
| **Number of Respondents** | 0 | | 37 | |
| **Updating key personnel** | | | | |
| Never | 0% | 0 | 38% | 14 |
| Once | 0% | 0 | 22% | 8 |
| Twice | 0% | 0 | 5% | 2 |
| Occasionally | 0% | 0 | 8% | 3 |
| Regularly | 0% | 0 | 3% | 1 |
| Not Applicable | 0% | 0 | 24% | 9 |
| **Number of Respondents** | 0 | | 37 | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | |
| Strongly Agree | 24% | 16 | 24% | 12 |
| Agree | 65% | 43 | 59% | 30 |
| Disagree | 8% | 5 | 16% | 8 |
| Strongly Disagree | 0% | 0 | 2% | 1 |
| Does Not Apply | 3% | 2 | 0% | 0 |
| **Number of Respondents** | 66 | | 51 | |
| **Issued formal complaint about assistance received from ED staff member** | | | | |
| Issued complaint | 0% | 0 | 2% | 1 |
| Have not issued complaint | 100% | 66 | 98% | 50 |
| **Number of Respondents** | 66 | | 51 | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Hispanic Serving Institutions - Hispanic Serving Institutions - STEM and Articulation Program
Score Table

| | 2017 | 2018 |
|---|---|---|
| **Sample Size** | **66** | **51** |
| **ED Staff/Coordination** | **83** | **85** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 88 | 86 |
| Responsiveness to your questions | 82 | 80 |
| Accuracy of responses | 86 | 86 |
| Sufficiency of legal guidance in responses | 80 | 83 |
| Consistency of responses with ED staff from different program offices | 80 | 84 |
| Collaboration with other ED programs or offices in providing relevant services | 82 | 87 |
| **Online Resources** | **73** | **58** |
| Ease of finding materials online | 69 | 59 |
| Ease of submitting information to ED via the web | 75 | 54 |
| Freshness of content | 71 | 62 |
| Ability to accomplish what you want on the site | 73 | 55 |
| Ease of reading the site | 75 | 60 |
| Ease of navigation | 72 | 58 |
| **Technical Assistance** | **72** | **72** |
| Department Staff - Helped build capacity to implement reform | 71 | 75 |
| Department-Funded TA Providers - Helped build capacity to implement reform | 73 | 69 |
| Increased knowledge/awareness regarding key issues | 72 | 73 |
| Higher quality implementation of this program | 79 | 77 |
| State was able to develop, improve, or support promising practices | 77 | 75 |
| **Technology** | **75** | **63** |
| ED's effectiveness in using technology to deliver its services | 75 | 63 |
| ED`s quality of assistance | -- | 79 |
| Effectiveness of automated process in improving state/LEA reporting | -- | 59 |
| Expected reduction in federal paperwork | -- | 65 |
| **G5 Performance Report Submission** | **--** | **63** |
| Efficiency of submitting accountability data using G5 | -- | 63 |
| Ease of finding FAQs and self-help guidance | -- | 63 |
| Ease of accessing and submitting a performance report | -- | 64 |
| Ease of a Field Reader accessing Technical Review Form | -- | 67 |
| Effectiveness of G5 instructions to help you locate what you need | -- | 61 |
| Ability to accomplish what you want on the site | -- | 63 |
| Visual appearance of the G5 pages | -- | 63 |
| Ease of navigation | -- | 62 |
| **Information in Application Package** | **86** | **78** |
| Program Purpose | 87 | 79 |
| Program Priorities | 87 | 81 |
| Selection Criteria | 84 | 79 |
| Review Process | 82 | 73 |
| Budget Information and Forms | 81 | 71 |
| Deadline for Submission | 89 | 81 |
| Dollar Limit on Awards | 85 | 83 |
| Page Limitation Instructions | 87 | 80 |
| Formatting Instructions | 85 | 73 |
| Program Contact | 90 | 83 |
| **ACSI** | **72** | **67** |
| How satisfied are you with ED's products and services | 77 | 74 |
| How well ED`s products and services meet expectations | 69 | 65 |
| How well ED compares with ideal products and services | 68 | 62 |
| **Complaint** | **0** | **2** |
| Issued a formal complaint about assistance received from ED staff member | 0 | 2 |
| **Hispanic Serving Institutions - STEM and Articulation Programs** | | |
| Responsiveness to questions | 79 | 77 |
| Knowledge of relevant legislation, regulations, policies, and procedures | 83 | 84 |
| Ability to resolve issues | 82 | 80 |
| Use of clear communication | 84 | 83 |
| Timely resolution of issues | 79 | 77 |

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | |
| Administered by a State Department of Education | 36% | 8 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not administered by a State Department of Education | 59% | 13 | 0% | 0 | 0% | 0 | 0% | 0 |
| Don´t Know | 5% | 1 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | 22 | | 0 | | 0 | | 0 | |
| **Reporting system used for accountability data~** | | | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 0% | 0 | 74% | 23 |
| G5 | 0% | 0 | 0% | 0 | 0% | 0 | 19% | 6 |
| Other electronic system | 0% | 0 | 0% | 0 | 0% | 0 | 42% | 13 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 0% | 0 | 6% | 2 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 31 | |
| **Unlocking your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 17% | 1 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 3 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 17% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 17% | 1 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 6 | |
| **Reactivating your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 17% | 1 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 17% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 17% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 3 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 6 | |
| **Viewing a Grant Award Notification** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 33% | 2 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 33% | 2 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 17% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 17% | 1 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 6 | |
| **Requesting funds from a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 3 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 17% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 33% | 2 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 6 | |
| **Submitting a refund to a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 3 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 17% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 33% | 2 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 6 | |
| **Accessing working on or submitting a Performance Report** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 67% | 4 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 33% | 2 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 6 | |

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Working in G5 as a peer reviewer** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 67% | 4 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 33% | 2 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **6** | |
| **Creating a G5 account for the first time or adding a role to an existing account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 3 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 17% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 33% | 2 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **6** | |
| **Submitting a grant application through G5** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 67% | 4 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 17% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 17% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **6** | |
| **Updating key personnel** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 3 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 17% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 33% | 2 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **6** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | |
| Strongly Agree | 9% | 2 | 29% | 10 | 31% | 11 | 29% | 9 |
| Agree | 77% | 17 | 65% | 22 | 64% | 23 | 65% | 20 |
| Disagree | 14% | 3 | 6% | 2 | 3% | 1 | 3% | 1 |
| Strongly Disagree | 0% | 0 | 0% | 0 | 3% | 1 | 0% | 0 |
| Does Not Apply | 0% | 0 | 0% | 0 | 0% | 0 | 3% | 1 |
| **Number of Respondents** | **22** | | **34** | | **36** | | **31** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | |
| Issued complaint | 5% | 1 | 0% | 0 | 0% | 0 | 0% | 0 |
| Have not issued complaint | 95% | 21 | 100% | 34 | 100% | 36 | 100% | 31 |
| **Number of Respondents** | **22** | | **34** | | **36** | | **31** | |
| **Frequency of technical assistance and support from State lead - IDEA-Part C** | | | | | | | | |
| Monthly | 0% | 0 | 0% | 0 | 0% | 0 | 57% | 17 |
| Quarterly | 0% | 0 | 0% | 0 | 0% | 0 | 40% | 12 |
| My State Lead does not contact me | 0% | 0 | 0% | 0 | 0% | 0 | 3% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **30** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
IDEA-IDEA-Part C Infants and Toddlers with Disabilities Program
Score Table

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|---|
| **Sample Size** | **41** | **27** | **27** | **23** | **22** | **34** | **36** | **31** |
| **ED Staff/Coordination** | **83** | **78** | **79** | **77** | **80** | **88** | **85** | **88** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 85 | 77 | 78 | 83 | 86 | 90 | 87 | 89 |
| Responsiveness to your questions | 82 | 80 | 81 | 76 | 82 | 87 | 83 | 88 |
| Accuracy of responses | 87 | 77 | 82 | 80 | 81 | 90 | 87 | 89 |
| Sufficiency of legal guidance in responses | 82 | 82 | 78 | 74 | 79 | 87 | 82 | 86 |
| Consistency of responses with ED staff from different program offices | 77 | 73 | 74 | 67 | 77 | -- | -- | -- |
| Collaboration with other ED programs or offices in providing relevant services | 78 | 78 | 78 | 81 | 80 | -- | -- | 89 |
| **Online Resources** | **68** | **67** | **63** | **57** | **67** | **68** | **68** | **69** |
| Ease of finding materials online | 62 | 60 | 56 | 51 | 62 | 63 | 62 | 68 |
| Ease of submitting information to ED via the web | 76 | 77 | 80 | 75 | 71 | 73 | 73 | 71 |
| Freshness of content | -- | 69 | 64 | 67 | 71 | 71 | 73 | 75 |
| Ability to accomplish what you want on the site | -- | 65 | 62 | 57 | 65 | 69 | 65 | 69 |
| Ease of reading the site | -- | 67 | 63 | 55 | 68 | 69 | 71 | 67 |
| Ease of navigation | -- | 64 | 59 | 51 | 66 | 63 | 64 | 64 |
| **Technical Assistance** | **--** | **--** | **--** | **76** | **83** | **--** | **--** | **--** |
| Department Staff - Helped build capacity to implement reform | -- | -- | -- | 56 | 76 | -- | -- | -- |
| Department-Funded TA Providers - Helped build capacity to implement reform | -- | -- | -- | 84 | 88 | -- | -- | -- |
| Increased knowledge/awareness regarding key issues | -- | -- | -- | 81 | 82 | -- | -- | -- |
| Higher quality implementation of this program | -- | -- | -- | 77 | 85 | -- | -- | -- |
| State was able to develop, improve, or support promising practices | -- | -- | -- | 76 | 88 | -- | -- | -- |
| **Technology** | **67** | **68** | **68** | **63** | **72** | **75** | **74** | **79** |
| ED's effectiveness in using technology to deliver its services | 77 | 76 | 68 | 68 | 76 | 78 | 76 | 84 |
| ED`s quality of assistance | 69 | 74 | 75 | 70 | 81 | 82 | 79 | 84 |
| Effectiveness of automated process in improving state/LEA reporting | 72 | 73 | 72 | 68 | 69 | 77 | 75 | 80 |
| Expected reduction in federal paperwork | 48 | 50 | 57 | 54 | 63 | 62 | 58 | 60 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **66** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | -- | -- | -- | -- | 78 |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | -- | -- | -- | -- | 67 |
| Ease of accessing and submitting a performance report | -- | -- | -- | -- | -- | -- | -- | 78 |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | -- | -- | -- | -- | 89 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | -- | -- | -- | -- | 67 |
| Ability to accomplish what you want on the site | -- | -- | -- | -- | -- | -- | -- | 67 |
| Visual appearance of the G5 pages | -- | -- | -- | -- | -- | -- | -- | 63 |
| Ease of navigation | -- | -- | -- | -- | -- | -- | -- | 62 |
| **Documents** | **73** | **75** | **71** | **66** | **74** | **71** | **76** | **75** |
| Clarity | 68 | 74 | 72 | 66 | 71 | 74 | 77 | 76 |
| Organization of information | 75 | 80 | 74 | 68 | 75 | 74 | 77 | 76 |
| Sufficiency of detail to meet your program needs | 71 | 73 | 66 | 64 | 74 | 72 | 73 | 77 |
| Relevance to your areas of need | 80 | 76 | 76 | 72 | 78 | 70 | 79 | 76 |
| Comprehensiveness in addressing the scope of issues that you face | 69 | 70 | 67 | 61 | 70 | 66 | 75 | 72 |
| **Information in Application Package** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **--** |
| Program Purpose | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Priorities | -- | -- | -- | -- | -- | -- | -- | -- |
| Selection Criteria | -- | -- | -- | -- | -- | -- | -- | -- |
| Review Process | -- | -- | -- | -- | -- | -- | -- | -- |
| Budget Information and Forms | -- | -- | -- | -- | -- | -- | -- | -- |
| Deadline for Submission | -- | -- | -- | -- | -- | -- | -- | -- |
| Dollar Limit on Awards | -- | -- | -- | -- | -- | -- | -- | -- |
| Page Limitation Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Formatting Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Contact | -- | -- | -- | -- | -- | -- | -- | -- |
| **ACSI** | **67** | **69** | **66** | **55** | **63** | **71** | **69** | **72** |
| How satisfied are you with ED's products and services | 73 | 77 | 73 | 62 | 75 | 78 | 76 | 80 |
| How well ED`s products and services meet expectations | 66 | 65 | 64 | 53 | 58 | 69 | 66 | 70 |
| How well ED compares with ideal products and services | 62 | 64 | 55 | 48 | 55 | 65 | 62 | 65 |
| **Complaint** | **0** | **0** | **0** | **4** | **5** | **0** | **0** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 0 | 0 | 0 | 4 | 5 | 0 | 0 | 0 |
| **IDEA-Part C Infants and Toddlers with Disabilities Program** | | | | | | | | |
| Clarity of information received in developing applications and reports | -- | -- | 75 | 73 | -- | -- | 82 | 81 |
| Timeliness of responses | -- | -- | 84 | 82 | -- | -- | 89 | 86 |
| OSEP-funded TA provider | -- | -- | -- | -- | -- | -- | 88 | 90 |
| Education Department-funded TA provider | -- | -- | -- | -- | -- | -- | 57 | 44 |
| Professional associations | -- | -- | -- | -- | -- | -- | 79 | 80 |
| Conferences where research is presented | -- | -- | -- | -- | -- | -- | 71 | 70 |
| Books | -- | -- | -- | -- | -- | -- | 59 | 48 |
| Journal articles | -- | -- | -- | -- | -- | -- | 63 | 59 |
| Personal interaction with peers | -- | -- | -- | -- | -- | -- | 82 | 79 |
| IDEAS that work website | -- | -- | -- | -- | -- | -- | -- | 59 |
| The Department`s new IDEA website | -- | -- | -- | -- | -- | -- | -- | 59 |
| osep.grads360.org | -- | -- | -- | -- | -- | -- | -- | 76 |

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | |
| Administered by a State Department of Education | 100% | 17 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not administered by a State Department of Education | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Don´t Know | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **17** | | **0** | | **0** | | **0** | |
| **Reporting system used for accountability data~** | | | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 0% | 0 | 91% | 29 |
| G5 | 0% | 0 | 0% | 0 | 0% | 0 | 28% | 9 |
| Other electronic system | 0% | 0 | 0% | 0 | 0% | 0 | 16% | 5 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **32** | |
| **Unlocking your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 44% | 4 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 22% | 2 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **9** | |
| **Reactivating your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 56% | 5 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 22% | 2 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **9** | |
| **Viewing a Grant Award Notification** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 44% | 4 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 22% | 2 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **9** | |
| **Requesting funds from a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 67% | 6 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 22% | 2 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **9** | |
| **Submitting a refund to a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 44% | 4 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 33% | 3 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **9** | |
| **Accessing working on or submitting a Performance Report** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 33% | 3 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 22% | 2 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 22% | 2 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **9** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
IDEA-IDEA-State Directors of Special Education (Part B)
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Working in G5 as a peer reviewer** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 56% | 5 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 44% | 4 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **9** | |
| **Creating a G5 account for the first time or adding a role to an existing account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 22% | 2 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 56% | 5 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **9** | |
| **Submitting a grant application through G5** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 56% | 5 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 22% | 2 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 22% | 2 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **9** | |
| **Updating key personnel** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 33% | 3 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 44% | 4 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **9** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | |
| Strongly Agree | 12% | 2 | 24% | 9 | 28% | 9 | 31% | 10 |
| Agree | 71% | 12 | 63% | 24 | 63% | 20 | 66% | 21 |
| Disagree | 12% | 2 | 13% | 5 | 9% | 3 | 0% | 0 |
| Strongly Disagree | 6% | 1 | 0% | 0 | 0% | 0 | 3% | 1 |
| Does Not Apply | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **17** | | **38** | | **32** | | **32** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | |
| Issued complaint | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 17 | 100% | 38 | 100% | 32 | 100% | 32 |
| **Number of Respondents** | **17** | | **38** | | **32** | | **32** | |
| **Frequency of technical assistance and support from State lead - IDEA-Part B** | | | | | | | | |
| At least weekly | 0% | 0 | 0% | 0 | 0% | 0 | 3% | 1 |
| Monthly | 0% | 0 | 0% | 0 | 0% | 0 | 58% | 18 |
| Quarterly | 0% | 0 | 0% | 0 | 0% | 0 | 32% | 10 |
| Yearly | 0% | 0 | 0% | 0 | 0% | 0 | 6% | 2 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **31** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
IDEA-IDEA-State Directors of Special Education (Part B)
Score Table

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|---|
| **Sample Size** | **22** | **34** | **27** | **16** | **17** | **38** | **32** | **32** |
| **ED Staff/Coordination** | **76** | **68** | **77** | **78** | **80** | **84** | **87** | **90** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 85 | 79 | 85 | 83 | 88 | 89 | 88 | 94 |
| Responsiveness to your questions | 79 | 69 | 76 | 72 | 79 | 83 | 85 | 89 |
| Accuracy of responses | 81 | 73 | 80 | 79 | 83 | 83 | 91 | 92 |
| Sufficiency of legal guidance in responses | 75 | 66 | 80 | 79 | 76 | 79 | 84 | 89 |
| Consistency of responses with ED staff from different program offices | 69 | 61 | 77 | 75 | 77 | -- | -- | -- |
| Collaboration with other ED programs or offices in providing relevant services | 65 | 56 | 67 | 81 | 76 | -- | -- | 90 |
| **Online Resources** | **61** | **53** | **56** | **53** | **63** | **65** | **66** | **73** |
| Ease of finding materials online | 55 | 47 | 49 | 44 | 58 | 59 | 63 | 71 |
| Ease of submitting information to ED via the web | 69 | 72 | 71 | 68 | 69 | 72 | 74 | 76 |
| Freshness of content | -- | 56 | 64 | 58 | 62 | 70 | 68 | 72 |
| Ability to accomplish what you want on the site | -- | 50 | 53 | 53 | 63 | 63 | 65 | 72 |
| Ease of reading the site | -- | 52 | 56 | 51 | 67 | 69 | 66 | 75 |
| Ease of navigation | -- | 43 | 47 | 47 | 58 | 60 | 62 | 72 |
| **Technical Assistance** | **--** | **--** | **--** | **79** | **68** | **--** | **--** | **--** |
| Department Staff - Helped build capacity to implement reform | -- | -- | -- | 72 | 67 | -- | -- | -- |
| Department-Funded TA Providers - Helped build capacity to implement reform | -- | -- | -- | 81 | 65 | -- | -- | -- |
| Increased knowledge/awareness regarding key issues | -- | -- | -- | 80 | 70 | -- | -- | -- |
| Higher quality implementation of this program | -- | -- | -- | 81 | 67 | -- | -- | -- |
| State was able to develop, improve, or support promising practices | -- | -- | -- | 81 | 71 | -- | -- | -- |
| **Technology** | **57** | **53** | **64** | **66** | **67** | **68** | **70** | **75** |
| ED's effectiveness in using technology to deliver its services | 70 | 59 | 67 | 66 | 67 | 63 | 71 | 78 |
| ED`s quality of assistance | 56 | 56 | 66 | 69 | 75 | 76 | 77 | 81 |
| Effectiveness of automated process in improving state/LEA reporting | 55 | 56 | 66 | 70 | 69 | 73 | 74 | 79 |
| Expected reduction in federal paperwork | 40 | 34 | 47 | 56 | 48 | 54 | 57 | 56 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **68** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | -- | -- | -- | -- | 67 |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | -- | -- | -- | -- | 63 |
| Ease of accessing and submitting a performance report | -- | -- | -- | -- | -- | -- | -- | 69 |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | -- | -- | -- | -- | 70 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | -- | -- | -- | -- | 69 |
| Ability to accomplish what you want on the site | -- | -- | -- | -- | -- | -- | -- | 68 |
| Visual appearance of the G5 pages | -- | -- | -- | -- | -- | -- | -- | 65 |
| Ease of navigation | -- | -- | -- | -- | -- | -- | -- | 67 |
| **Documents** | **69** | **63** | **74** | **73** | **68** | **75** | **75** | **78** |
| Clarity | 65 | 61 | 72 | 71 | 67 | 73 | 74 | 76 |
| Organization of information | 73 | 68 | 77 | 77 | 75 | 77 | 77 | 79 |
| Sufficiency of detail to meet your program needs | 65 | 58 | 72 | 70 | 64 | 74 | 73 | 76 |
| Relevance to your areas of need | 77 | 71 | 78 | 81 | 71 | 80 | 79 | 82 |
| Comprehensiveness in addressing the scope of issues that you face | 66 | 55 | 72 | 67 | 64 | 71 | 70 | 77 |
| **Information in Application Package** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **--** |
| Program Purpose | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Priorities | -- | -- | -- | -- | -- | -- | -- | -- |
| Selection Criteria | -- | -- | -- | -- | -- | -- | -- | -- |
| Review Process | -- | -- | -- | -- | -- | -- | -- | -- |
| Budget Information and Forms | -- | -- | -- | -- | -- | -- | -- | -- |
| Deadline for Submission | -- | -- | -- | -- | -- | -- | -- | -- |
| Dollar Limit on Awards | -- | -- | -- | -- | -- | -- | -- | -- |
| Page Limitation Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Formatting Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Contact | -- | -- | -- | -- | -- | -- | -- | -- |
| **ACSI** | **59** | **51** | **60** | **63** | **61** | **66** | **69** | **75** |
| How satisfied are you with ED's products and services | 67 | 59 | 67 | 73 | 67 | 72 | 77 | 81 |
| How well ED`s products and services meet expectations | 57 | 48 | 56 | 58 | 59 | 63 | 65 | 72 |
| How well ED compares with ideal products and services | 53 | 43 | 55 | 56 | 55 | 62 | 64 | 70 |
| **Complaint** | **0** | **12** | **0** | **0** | **0** | **0** | **0** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 0 | 12 | 0 | 0 | 0 | 0 | 0 | 0 |
| **IDEA-State Directors of Special Education (Part B)** | | | | | | | | |
| Clarity of information received in developing applications and reports | -- | -- | 82 | 73 | -- | -- | 77 | 82 |
| Timeliness of responses | -- | -- | 79 | 79 | -- | -- | 81 | 86 |
| OSEP-funded TA provider | -- | -- | -- | -- | -- | -- | 82 | 88 |
| Education Department-funded TA provider | -- | -- | -- | -- | -- | -- | 57 | 57 |
| Professional associations | -- | -- | -- | -- | -- | -- | 81 | 83 |
| Conferences where research is presented | -- | -- | -- | -- | -- | -- | 75 | 75 |
| Books | -- | -- | -- | -- | -- | -- | 54 | 54 |
| Journal articles | -- | -- | -- | -- | -- | -- | 66 | 61 |
| Personal interaction with peers | -- | -- | -- | -- | -- | -- | 88 | 82 |
| IDEAS that work website | -- | -- | -- | -- | -- | -- | -- | 73 |
| The Department`s new IDEA website | -- | -- | -- | -- | -- | -- | -- | 74 |
| osep.grads360.org | -- | -- | -- | -- | -- | -- | -- | 85 |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Improving Basic Programs Operated by Local Educational Agencies – Title I
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | |
| Administered by a State Department of Education | 100% | 15 | 92% | 36 | 100% | 20 | 100% | 23 |
| Not administered by a State Department of Education | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Don´t Know | 0% | 0 | 8% | 3 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **15** | | **39** | | **20** | | **23** | |
| **Reporting system used for accountability data~** | | | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 0% | 0 | 96% | 22 |
| G5 | 0% | 0 | 0% | 0 | 0% | 0 | 9% | 2 |
| Other electronic system | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 0% | 0 | 4% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **23** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | |
| Strongly Agree | 13% | 2 | 13% | 5 | 25% | 5 | 13% | 3 |
| Agree | 73% | 11 | 69% | 27 | 55% | 11 | 61% | 14 |
| Disagree | 0% | 0 | 13% | 5 | 10% | 2 | 13% | 3 |
| Strongly Disagree | 7% | 1 | 5% | 2 | 0% | 0 | 4% | 1 |
| Does Not Apply | 7% | 1 | 0% | 0 | 10% | 2 | 9% | 2 |
| **Number of Respondents** | **15** | | **39** | | **20** | | **23** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | |
| Issued complaint | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 15 | 100% | 39 | 100% | 20 | 100% | 23 |
| **Number of Respondents** | **15** | | **39** | | **20** | | **23** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Improving Basic Programs Operated by Local Educational Agencies – Title I
Score Table

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|---|
| **Sample Size** | **38** | **19** | **22** | **18** | **15** | **39** | **20** | **23** |
| **ED Staff/Coordination** | **86** | **83** | **86** | **83** | **86** | **70** | **77** | **75** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 92 | 92 | 91 | 84 | 88 | 69 | 78 | 74 |
| Responsiveness to your questions | 85 | 75 | 85 | 79 | 84 | 66 | 69 | 71 |
| Accuracy of responses | 89 | 90 | 89 | 86 | 89 | 74 | 81 | 76 |
| Sufficiency of legal guidance in responses | 86 | 83 | 87 | 83 | 87 | 71 | 81 | 73 |
| Consistency of responses with ED staff from different program offices | 80 | 82 | 82 | 80 | 85 | 72 | 81 | 74 |
| Collaboration with other ED programs or offices in providing relevant services | 78 | 76 | 82 | 82 | 81 | 70 | 81 | 74 |
| **Online Resources** | **56** | **62** | **61** | **62** | **66** | **65** | **68** | **54** |
| Ease of finding materials online | 50 | 56 | 53 | 56 | 60 | 59 | 65 | 48 |
| Ease of submitting information to ED via the web | 67 | 67 | 78 | 71 | 78 | 73 | 73 | 70 |
| Freshness of content | -- | 70 | 74 | 65 | 67 | 64 | 70 | 49 |
| Ability to accomplish what you want on the site | -- | 64 | 59 | 59 | 67 | 64 | 67 | 50 |
| Ease of reading the site | -- | 64 | 57 | 65 | 67 | 65 | 69 | 54 |
| Ease of navigation | -- | 54 | 51 | 57 | 59 | 63 | 66 | 53 |
| **Technical Assistance** | **--** | **--** | **--** | **73** | **66** | **63** | **71** | **67** |
| Department Staff - Helped build capacity to implement reform | -- | -- | -- | 78 | 68 | 65 | 72 | 60 |
| Department-Funded TA Providers - Helped build capacity to implement reform | -- | -- | -- | 67 | 63 | 66 | 69 | 65 |
| Increased knowledge/awareness regarding key issues | -- | -- | -- | 75 | 70 | 66 | 73 | 70 |
| Higher quality implementation of this program | -- | -- | -- | 71 | 72 | 65 | 73 | 70 |
| State was able to develop, improve, or support promising practices | -- | -- | -- | 73 | 71 | 65 | 72 | 67 |
| **Technology** | **70** | **70** | **71** | **65** | **63** | **67** | **66** | **60** |
| ED's effectiveness in using technology to deliver its services | 77 | 74 | 75 | 74 | 67 | 71 | 68 | 66 |
| ED`s quality of assistance | 68 | 71 | 79 | 67 | 77 | 67 | 74 | 60 |
| Effectiveness of automated process in improving state/LEA reporting | 64 | 75 | 73 | 66 | 73 | 76 | 75 | 58 |
| Expected reduction in federal paperwork | 58 | 51 | 59 | 51 | 46 | 52 | 71 | 41 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **68** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | -- | -- | -- | -- | -- |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | -- | -- | -- | -- | 72 |
| Ease of accessing and submitting a performance report | -- | -- | -- | -- | -- | -- | -- | -- |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | -- | -- | -- | -- | 61 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | -- | -- | -- | -- | 72 |
| Ability to accomplish what you want on the site | -- | -- | -- | -- | -- | -- | -- | 72 |
| Visual appearance of the G5 pages | -- | -- | -- | -- | -- | -- | -- | 67 |
| Ease of navigation | -- | -- | -- | -- | -- | -- | -- | 61 |
| **OESE's Technical Assistance** | **75** | **73** | **78** | **69** | **72** | **61** | **67** | **63** |
| Effectiveness of OESE in helping you learn to implement grant programs | -- | -- | -- | 74 | 78 | 64 | 71 | 67 |
| Usefulness of OESE`s technical assistance services as a model | -- | -- | -- | 63 | 66 | 58 | 64 | 59 |
| **Documents** | **79** | **76** | **81** | **71** | **83** | **69** | **78** | **64** |
| Clarity | 77 | 77 | 81 | 72 | 81 | 70 | 78 | 66 |
| Organization of information | 79 | 77 | 83 | 73 | 82 | 72 | 79 | 67 |
| Sufficiency of detail to meet your program needs | 78 | 73 | 79 | 69 | 85 | 68 | 76 | 59 |
| Relevance to your areas of need | 82 | 80 | 85 | 72 | 85 | 70 | 79 | 65 |
| Comprehensiveness in addressing the scope of issues that you face | 77 | 72 | 78 | 68 | 81 | 65 | 78 | 61 |
| **Information in Application Package** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **--** |
| Program Purpose | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Priorities | -- | -- | -- | -- | -- | -- | -- | -- |
| Selection Criteria | -- | -- | -- | -- | -- | -- | -- | -- |
| Review Process | -- | -- | -- | -- | -- | -- | -- | -- |
| Budget Information and Forms | -- | -- | -- | -- | -- | -- | -- | -- |
| Deadline for Submission | -- | -- | -- | -- | -- | -- | -- | -- |
| Dollar Limit on Awards | -- | -- | -- | -- | -- | -- | -- | -- |
| Page Limitation Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Formatting Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Contact | -- | -- | -- | -- | -- | -- | -- | -- |
| **ACSI** | **70** | **64** | **68** | **63** | **68** | **58** | **66** | **57** |
| How satisfied are you with ED's products and services | 75 | 71 | 75 | 69 | 76 | 65 | 72 | 61 |
| How well ED`s products and services meet expectations | 68 | 56 | 63 | 62 | 66 | 55 | 65 | 57 |
| How well ED compares with ideal products and services | 66 | 62 | 63 | 59 | 61 | 54 | 61 | 54 |
| **Complaint** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Improving Basic Programs Operated by Local Educational Agencies – Title I** | | | | | | | | |
| Provides timely responses | -- | -- | -- | -- | -- | 60 | 61 | 70 |
| Demonstrates understanding of specific context | -- | -- | -- | -- | -- | 62 | 65 | 75 |
| Provides assistance that enhances capacity to implement | -- | -- | -- | -- | -- | -- | 63 | 71 |
| Helps assess how well accomplishing goals | -- | -- | -- | -- | -- | 58 | 62 | 61 |
| Provides support that is responsive to my State's needs to implement | -- | -- | -- | -- | -- | -- | 61 | 64 |
| Helps address implementation challenges | -- | -- | -- | -- | -- | 54 | 67 | 60 |
| Provides information about key changes to requirements | -- | -- | -- | -- | -- | -- | 69 | 67 |
| Supports establishment of connections | -- | -- | -- | -- | -- | 57 | 67 | 59 |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Improving Teacher Quality State Grants
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | |
| Administered by a State Department of Education | 95% | 18 | 97% | 30 | 96% | 23 | 96% | 27 |
| Not administered by a State Department of Education | 0% | 0 | 3% | 1 | 0% | 0 | 0% | 0 |
| Don´t Know | 5% | 1 | 0% | 0 | 4% | 1 | 4% | 1 |
| **Number of Respondents** | **19** | | **31** | | **24** | | **28** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | |
| Strongly Agree | 5% | 1 | 16% | 5 | 25% | 6 | 14% | 4 |
| Agree | 74% | 14 | 71% | 22 | 58% | 14 | 54% | 15 |
| Disagree | 11% | 2 | 6% | 2 | 8% | 2 | 25% | 7 |
| Strongly Disagree | 5% | 1 | 3% | 1 | 4% | 1 | 0% | 0 |
| Does Not Apply | 5% | 1 | 3% | 1 | 4% | 1 | 7% | 2 |
| **Number of Respondents** | **19** | | **31** | | **24** | | **28** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | |
| Issued complaint | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 19 | 100% | 31 | 100% | 24 | 100% | 28 |
| **Number of Respondents** | **19** | | **31** | | **24** | | **28** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Improving Teacher Quality State Grants
Score Table

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|---|
| **Sample Size** | **68** | **62** | **50** | **57** | **19** | **31** | **24** | **28** |
| **ED Staff/Coordination** | **89** | **90** | **88** | **86** | **69** | **74** | **74** | **78** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 90 | 94 | 89 | 85 | 71 | 73 | 81 | 79 |
| Responsiveness to your questions | 90 | 91 | 89 | 87 | 68 | 70 | 69 | 78 |
| Accuracy of responses | 93 | 94 | 91 | 90 | 71 | 75 | 78 | 83 |
| Sufficiency of legal guidance in responses | 89 | 88 | 91 | 85 | 66 | 71 | 72 | 74 |
| Consistency of responses with ED staff from different program offices | 88 | 87 | 81 | 83 | 64 | 80 | 80 | 75 |
| Collaboration with other ED programs or offices in providing relevant services | 86 | 86 | 81 | 84 | 65 | 79 | 78 | 80 |
| **Online Resources** | **68** | **73** | **67** | **64** | **55** | **63** | **70** | **64** |
| Ease of finding materials online | 66 | 69 | 65 | 59 | 49 | 59 | 65 | 65 |
| Ease of submitting information to ED via the web | 78 | 72 | 70 | 77 | 69 | 76 | 78 | 77 |
| Freshness of content | -- | 77 | 68 | 66 | 53 | 65 | 72 | 60 |
| Ability to accomplish what you want on the site | -- | 74 | 67 | 63 | 53 | 62 | 71 | 66 |
| Ease of reading the site | -- | 74 | 67 | 66 | 58 | 63 | 70 | 62 |
| Ease of navigation | -- | 71 | 63 | 63 | 50 | 58 | 66 | 61 |
| **Technical Assistance** | **--** | **--** | **--** | **72** | **55** | **72** | **69** | **73** |
| Department Staff - Helped build capacity to implement reform | -- | -- | -- | 70 | 43 | 70 | 67 | 71 |
| Department-Funded TA Providers - Helped build capacity to implement reform | -- | -- | -- | 68 | 64 | 67 | 74 | 71 |
| Increased knowledge/awareness regarding key issues | -- | -- | -- | 73 | 53 | 75 | 74 | 77 |
| Higher quality implementation of this program | -- | -- | -- | 76 | 61 | 75 | 70 | 75 |
| State was able to develop, improve, or support promising practices | -- | -- | -- | 76 | 58 | 67 | 66 | 71 |
| **Technology** | **67** | **77** | **72** | **64** | **51** | **70** | **72** | **69** |
| ED's effectiveness in using technology to deliver its services | 73 | 82 | 77 | 69 | 52 | 75 | 73 | 69 |
| ED`s quality of assistance | 70 | 75 | 77 | 73 | 51 | 71 | 81 | 73 |
| Effectiveness of automated process in improving state/LEA reporting | 71 | 73 | 66 | 66 | 58 | 67 | 74 | 74 |
| Expected reduction in federal paperwork | 62 | 64 | 65 | 63 | 51 | 57 | 64 | 64 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **74** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | -- | -- | -- | -- | -- |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | -- | -- | -- | -- | 74 |
| Ease of accessing and submitting a performance report | -- | -- | -- | -- | -- | -- | -- | -- |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | -- | -- | -- | -- | 67 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | -- | -- | -- | -- | 78 |
| Ability to accomplish what you want on the site | -- | -- | -- | -- | -- | -- | -- | 69 |
| Visual appearance of the G5 pages | -- | -- | -- | -- | -- | -- | -- | 75 |
| Ease of navigation | -- | -- | -- | -- | -- | -- | -- | 78 |
| **OESE's Technical Assistance** | **81** | **80** | **71** | **68** | **48** | **63** | **67** | **64** |
| Effectiveness of OESE in helping you learn to implement grant programs | -- | -- | -- | 74 | 52 | 64 | 70 | 71 |
| Usefulness of OESE`s technical assistance services as a model | -- | -- | -- | 60 | 38 | 60 | 64 | 60 |
| **Documents** | **82** | **83** | **78** | **77** | **58** | **70** | **78** | **70** |
| Clarity | 81 | 84 | 77 | 77 | 61 | 69 | 78 | 73 |
| Organization of information | 83 | 85 | 79 | 79 | 60 | 73 | 83 | 74 |
| Sufficiency of detail to meet your program needs | 80 | 82 | 78 | 76 | 52 | 66 | 76 | 67 |
| Relevance to your areas of need | 85 | 84 | 81 | 79 | 59 | 73 | 80 | 70 |
| Comprehensiveness in addressing the scope of issues that you face | 79 | 81 | 76 | 74 | 58 | 67 | 74 | 67 |
| **Information in Application Package** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **--** |
| Program Purpose | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Priorities | -- | -- | -- | -- | -- | -- | -- | -- |
| Selection Criteria | -- | -- | -- | -- | -- | -- | -- | -- |
| Review Process | -- | -- | -- | -- | -- | -- | -- | -- |
| Budget Information and Forms | -- | -- | -- | -- | -- | -- | -- | -- |
| Deadline for Submission | -- | -- | -- | -- | -- | -- | -- | -- |
| Dollar Limit on Awards | -- | -- | -- | -- | -- | -- | -- | -- |
| Page Limitation Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Formatting Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Contact | -- | -- | -- | -- | -- | -- | -- | -- |
| **ACSI** | **73** | **76** | **66** | **65** | **50** | **61** | **64** | **58** |
| How satisfied are you with ED's products and services | 79 | 80 | 72 | 69 | 58 | 65 | 68 | 67 |
| How well ED`s products and services meet expectations | 71 | 75 | 62 | 64 | 46 | 59 | 61 | 51 |
| How well ED compares with ideal products and services | 68 | 71 | 61 | 61 | 44 | 57 | 61 | 54 |
| **Complaint** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Improving Teacher Quality State Grants** | | | | | | | | |
| Timely responses to State requests | -- | -- | -- | -- | -- | 67 | 67 | 67 |
| Understanding of specific context | -- | -- | -- | -- | -- | 69 | 68 | 66 |
| Provides assistance that enhances capacity to implement | -- | -- | -- | -- | -- | -- | 66 | 68 |
| Helps assess how well accomplishing goals | -- | -- | -- | -- | -- | 63 | 62 | 58 |
| Helps address implementation challenges | -- | -- | -- | -- | -- | 66 | 67 | 65 |
| Supports establishment of connections | -- | -- | -- | -- | -- | 69 | 73 | 64 |
| Provides support that is responsive to my State's needs to implement | -- | -- | -- | -- | -- | -- | 65 | 67 |
| Provides information about key changes to requirements | -- | -- | -- | -- | -- | -- | 74 | 73 |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Indian Education Formula Grants (Title VI)
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | |
| Administered by a State Department of Education | 17% | 10 | 26% | 24 | 0% | 0 | 0% | 0 |
| Not administered by a State Department of Education | 71% | 41 | 53% | 48 | 0% | 0 | 0% | 0 |
| Don´t Know | 12% | 7 | 21% | 19 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **58** | | **91** | | **0** | | **0** | |
| **Reporting system used for accountability data~** | | | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 0% | 0 | 86% | 48 |
| G5 | 0% | 0 | 0% | 0 | 0% | 0 | 34% | 19 |
| Other electronic system | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **56** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | |
| Strongly Agree | 36% | 21 | 49% | 45 | 49% | 36 | 34% | 19 |
| Agree | 57% | 33 | 47% | 43 | 49% | 36 | 59% | 33 |
| Disagree | 2% | 1 | 1% | 1 | 0% | 0 | 5% | 3 |
| Strongly Disagree | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Does Not Apply | 5% | 3 | 2% | 2 | 1% | 1 | 2% | 1 |
| **Number of Respondents** | **58** | | **91** | | **73** | | **56** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | |
| Issued complaint | 2% | 1 | 0% | 0 | 0% | 0 | 0% | 0 |
| Have not issued complaint | 98% | 57 | 100% | 91 | 100% | 73 | 100% | 56 |
| **Number of Respondents** | **58** | | **91** | | **73** | | **56** | |
| **Type** | | | | | | | | |
| BCG-I | 0% | 0 | 0% | 0 | 4% | 3 | 5% | 3 |
| BO-506 | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| LEA | 0% | 0 | 0% | 0 | 72% | 49 | 75% | 42 |
| LEA-C | 0% | 0 | 0% | 0 | 6% | 4 | 2% | 1 |
| NYCP15 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| NYCP16 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| NYCP17 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| T-M | 0% | 0 | 0% | 0 | 9% | 6 | 9% | 5 |
| T-S | 0% | 0 | 0% | 0 | 9% | 6 | 7% | 4 |
| Other | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **0** | | **0** | | **68** | | **56** | |
| **Greatest need for technical assistance~** | | | | | | | | |
| Establishing parent committees | 0% | 0 | 0% | 0 | 12% | 9 | 9% | 5 |
| Expanding membership of parent committees | 0% | 0 | 0% | 0 | 32% | 23 | 41% | 23 |
| Verifying student information | 0% | 0 | 0% | 0 | 26% | 19 | 21% | 12 |
| Using the EASIE system | 0% | 0 | 0% | 0 | 22% | 16 | 9% | 5 |
| Allowable uses of funds | 0% | 0 | 0% | 0 | 36% | 26 | 52% | 29 |
| General grant program requirements, deadlines and milestones | 0% | 0 | 0% | 0 | 41% | 30 | 43% | 24 |
| Using the G5 system | 0% | 0 | 0% | 0 | 32% | 23 | 23% | 13 |
| **Number of Respondents** | **0** | | **0** | | **73** | | **56** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Indian Education Formula Grants (Title VI)
Score Table

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|---|
| **Sample Size** | **43** | **61** | **66** | **27** | **58** | **91** | **73** | **56** |
| **ED Staff/Coordination** | **88** | **87** | **85** | **88** | **87** | **87** | **87** | **85** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 87 | 86 | 85 | 87 | 87 | 87 | 87 | 85 |
| Responsiveness to your questions | 87 | 87 | 84 | 88 | 89 | 88 | 89 | 87 |
| Accuracy of responses | 90 | 90 | 86 | 90 | 88 | 88 | 90 | 88 |
| Sufficiency of legal guidance in responses | 82 | 86 | 83 | 87 | 85 | 86 | 85 | 83 |
| Consistency of responses with ED staff from different program offices | 87 | 86 | 84 | 85 | 88 | 87 | 84 | 85 |
| Collaboration with other ED programs or offices in providing relevant services | 83 | 86 | 84 | 90 | 89 | 85 | 85 | 83 |
| **Online Resources** | **83** | **87** | **83** | **85** | **81** | **82** | **83** | **79** |
| Ease of finding materials online | 78 | 82 | 79 | 80 | 78 | 77 | 82 | 74 |
| Ease of submitting information to ED via the web | 86 | 91 | 86 | 91 | 86 | 85 | 85 | 83 |
| Freshness of content | -- | 88 | 82 | 84 | 81 | 82 | 84 | 78 |
| Ability to accomplish what you want on the site | -- | 90 | 84 | 86 | 83 | 83 | 84 | 80 |
| Ease of reading the site | -- | 89 | 84 | 87 | 82 | 83 | 84 | 83 |
| Ease of navigation | -- | 86 | 82 | 83 | 81 | 82 | 83 | 82 |
| **Technical Assistance** | **--** | **--** | **--** | **76** | **64** | **84** | **--** | **--** |
| Department Staff - Helped build capacity to implement reform | -- | -- | -- | 76 | 68 | 89 | -- | -- |
| Department-Funded TA Providers - Helped build capacity to implement reform | -- | -- | -- | 73 | 78 | 88 | -- | -- |
| Increased knowledge/awareness regarding key issues | -- | -- | -- | 75 | 67 | 82 | -- | -- |
| Higher quality implementation of this program | -- | -- | -- | 78 | 63 | 82 | -- | -- |
| State was able to develop, improve, or support promising practices | -- | -- | -- | 73 | 63 | 79 | -- | -- |
| **Technology** | **79** | **81** | **82** | **87** | **82** | **82** | **82** | **80** |
| ED's effectiveness in using technology to deliver its services | 84 | 84 | 84 | 88 | 84 | 84 | 85 | 82 |
| ED`s quality of assistance | 78 | 80 | 83 | 87 | 88 | 85 | 83 | 81 |
| Effectiveness of automated process in improving state/LEA reporting | 79 | 82 | 81 | 87 | 84 | 82 | 84 | 80 |
| Expected reduction in federal paperwork | 77 | 78 | 74 | 79 | 79 | 76 | 78 | 74 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **78** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | -- | -- | -- | -- | -- |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | -- | -- | -- | -- | 79 |
| Ease of accessing and submitting a performance report | -- | -- | -- | -- | -- | -- | -- | -- |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | -- | -- | -- | -- | 76 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | -- | -- | -- | -- | 77 |
| Ability to accomplish what you want on the site | -- | -- | -- | -- | -- | -- | -- | 81 |
| Visual appearance of the G5 pages | -- | -- | -- | -- | -- | -- | -- | 77 |
| Ease of navigation | -- | -- | -- | -- | -- | -- | -- | 77 |
| **OESE's Technical Assistance** | **78** | **85** | **83** | **81** | **85** | **82** | **87** | **78** |
| Effectiveness of OESE in helping you learn to implement grant programs | -- | -- | -- | 83 | 86 | 82 | 87 | 78 |
| Usefulness of OESE`s technical assistance services as a model | -- | -- | -- | 75 | 81 | 82 | 85 | 77 |
| **Documents** | **79** | **85** | **80** | **83** | **82** | **83** | **81** | **78** |
| Clarity | 81 | 85 | 79 | 82 | 80 | 82 | 81 | 78 |
| Organization of information | 83 | 86 | 81 | 82 | 82 | 84 | 81 | 81 |
| Sufficiency of detail to meet your program needs | 81 | 86 | 81 | 84 | 83 | 83 | 82 | 77 |
| Relevance to your areas of need | 81 | 86 | 80 | 85 | 83 | 84 | 82 | 79 |
| Comprehensiveness in addressing the scope of issues that you face | 79 | 82 | 78 | 83 | 80 | 83 | 82 | 76 |
| **Information in Application Package** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **--** |
| Program Purpose | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Priorities | -- | -- | -- | -- | -- | -- | -- | -- |
| Selection Criteria | -- | -- | -- | -- | -- | -- | -- | -- |
| Review Process | -- | -- | -- | -- | -- | -- | -- | -- |
| Budget Information and Forms | -- | -- | -- | -- | -- | -- | -- | -- |
| Deadline for Submission | -- | -- | -- | -- | -- | -- | -- | -- |
| Dollar Limit on Awards | -- | -- | -- | -- | -- | -- | -- | -- |
| Page Limitation Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Formatting Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Contact | -- | -- | -- | -- | -- | -- | -- | -- |
| **ACSI** | **79** | **80** | **79** | **80** | **80** | **80** | **80** | **74** |
| How satisfied are you with ED's products and services | 83 | 84 | 83 | 84 | 84 | 84 | 84 | 81 |
| How well ED`s products and services meet expectations | 76 | 78 | 76 | 74 | 79 | 78 | 78 | 70 |
| How well ED compares with ideal products and services | 76 | 76 | 76 | 79 | 77 | 79 | 77 | 71 |
| **Complaint** | **0** | **0** | **2** | **0** | **2** | **0** | **0** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 0 |
| **Indian Education Formula Grants to Local Educational Agencies & National Act** | | | | | | | | |
| Responsiveness of staff in answering questions | -- | -- | -- | -- | -- | 87 | 91 | 84 |
| Timeliness of staff | -- | -- | -- | -- | -- | 89 | 90 | 87 |
| Quality of support | -- | -- | -- | -- | -- | 88 | 91 | 85 |
| Comprehensiveness of documents | -- | -- | -- | -- | -- | 87 | 89 | 83 |
| Ease of using EASIE system | -- | -- | -- | -- | -- | 89 | 89 | 82 |
| Quality of training via webinars | -- | -- | -- | -- | -- | 86 | 87 | 80 |

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | |
| Administered by a State Department of Education | 66% | 19 | 65% | 20 | 60% | 37 | 54% | 32 |
| Not administered by a State Department of Education | 14% | 4 | 19% | 6 | 35% | 22 | 37% | 22 |
| Don´t Know | 21% | 6 | 16% | 5 | 5% | 3 | 8% | 5 |
| **Number of Respondents** | 29 | | 31 | | 62 | | 59 | |
| **Reporting system used for accountability data~** | | | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 0% | 0 | 8% | 5 |
| G5 | 0% | 0 | 0% | 0 | 0% | 0 | 71% | 42 |
| Other electronic system | 0% | 0 | 0% | 0 | 0% | 0 | 12% | 7 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 0% | 0 | 17% | 10 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 59 | |
| **Unlocking your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 43% | 18 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 19% | 8 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 10% | 4 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 5% | 2 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 21% | 9 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 42 | |
| **Reactivating your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 62% | 26 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 3 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 5% | 2 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 24% | 10 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 42 | |
| **Viewing a Grant Award Notification** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 38% | 16 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 12% | 5 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 26% | 11 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 3 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 6 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 42 | |
| **Requesting funds from a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 43% | 18 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 40% | 17 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 6 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 42 | |
| **Submitting a refund to a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 52% | 22 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 12% | 5 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 5% | 2 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 31% | 13 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 42 | |
| **Accessing working on or submitting a Performance Report** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 40% | 17 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 5% | 2 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 19% | 8 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 3 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 29% | 12 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 42 | |

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Working in G5 as a peer reviewer** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 21 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 10% | 4 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 40% | 17 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **42** | |
| **Creating a G5 account for the first time or adding a role to an existing account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 43% | 18 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 17% | 7 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 5% | 2 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 33% | 14 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **42** | |
| **Submitting a grant application through G5** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 45% | 19 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 3 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 10% | 4 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 38% | 16 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **42** | |
| **Updating key personnel** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 38% | 16 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 21% | 9 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 3 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 3 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 26% | 11 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **42** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | |
| Strongly Agree | 14% | 4 | 13% | 4 | 26% | 16 | 31% | 18 |
| Agree | 55% | 16 | 45% | 14 | 55% | 34 | 56% | 33 |
| Disagree | 10% | 3 | 10% | 3 | 11% | 7 | 10% | 6 |
| Strongly Disagree | 0% | 0 | 3% | 1 | 2% | 1 | 2% | 1 |
| Does Not Apply | 21% | 6 | 29% | 9 | 6% | 4 | 2% | 1 |
| **Number of Respondents** | **29** | | **31** | | **62** | | **59** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | |
| Issued complaint | 0% | 0 | 0% | 0 | 0% | 0 | 3% | 2 |
| Have not issued complaint | 100% | 29 | 100% | 31 | 100% | 62 | 97% | 57 |
| **Number of Respondents** | **29** | | **31** | | **62** | | **59** | |
| **Cost negotiator demonstrated knowledge of applicable regulations** | | | | | | | | |
| Always | 0% | 0 | 0% | 0 | 73% | 45 | 61% | 33 |
| Most of the time | 0% | 0 | 0% | 0 | 23% | 14 | 28% | 15 |
| Sometimes | 0% | 0 | 0% | 0 | 5% | 3 | 9% | 5 |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| **Number of Respondents** | **0** | | **0** | | **62** | | **54** | |
| **Cost negotiator provided timely responses for technical assistance** | | | | | | | | |
| Always | 0% | 0 | 0% | 0 | 65% | 40 | 52% | 28 |
| Most of the time | 0% | 0 | 0% | 0 | 21% | 13 | 35% | 19 |
| Sometimes | 0% | 0 | 0% | 0 | 11% | 7 | 11% | 6 |
| Never | 0% | 0 | 0% | 0 | 3% | 2 | 2% | 1 |
| **Number of Respondents** | **0** | | **0** | | **62** | | **54** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Indirect Cost Group/Financial Improvement Operations (ICG/FIO)
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Timely indirect cost rates issued for adequate indirect cost rate proposal** | | | | | | | | |
| Always | 0% | 0 | 0% | 0 | 50% | 31 | 35% | 19 |
| Most of the time | 0% | 0 | 0% | 0 | 29% | 18 | 35% | 19 |
| Sometimes | 0% | 0 | 0% | 0 | 13% | 8 | 17% | 9 |
| Never | 0% | 0 | 0% | 0 | 8% | 5 | 13% | 7 |
| **Number of Respondents** | **0** | | **0** | | **62** | | **54** | |
| **Was cost negotiator professional and courteous during review** | | | | | | | | |
| Always | 0% | 0 | 0% | 0 | 84% | 52 | 83% | 45 |
| Most of the time | 0% | 0 | 0% | 0 | 10% | 6 | 11% | 6 |
| Sometimes | 0% | 0 | 0% | 0 | 6% | 4 | 6% | 3 |
| **Number of Respondents** | **0** | | **0** | | **62** | | **54** | |
| **Indirect cost rate proposal experience** | | | | | | | | |
| Inexperienced - Less than 2 years | 0% | 0 | 10% | 3 | 11% | 7 | 6% | 3 |
| 2-4 years | 0% | 0 | 29% | 9 | 15% | 9 | 35% | 19 |
| 5-7 years | 0% | 0 | 10% | 3 | 16% | 10 | 15% | 8 |
| More than 7 years | 0% | 0 | 52% | 16 | 58% | 36 | 44% | 24 |
| **Number of Respondents** | **0** | | **31** | | **62** | | **54** | |
| **Preparation of the Indirect Cost rate proposal** | | | | | | | | |
| 1st | 0% | 0 | 0% | 0 | 61% | 38 | 57% | 31 |
| 2nd | 0% | 0 | 0% | 0 | 13% | 8 | 6% | 3 |
| 3rd | 0% | 0 | 0% | 0 | 6% | 4 | 9% | 5 |
| 4th | 0% | 0 | 0% | 0 | 6% | 4 | 7% | 4 |
| 5th | 0% | 0 | 0% | 0 | 3% | 2 | 6% | 3 |
| 6th | 0% | 0 | 0% | 0 | 10% | 6 | 7% | 4 |
| 7th | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 4 |
| **Number of Respondents** | **0** | | **0** | | **62** | | **54** | |
| **Restricted Rate Calculations** | | | | | | | | |
| 1st | 0% | 0 | 42% | 13 | 2% | 1 | 11% | 6 |
| 2nd | 0% | 0 | 35% | 11 | 26% | 16 | 20% | 11 |
| 3rd | 0% | 0 | 6% | 2 | 21% | 13 | 24% | 13 |
| 4th | 0% | 0 | 10% | 3 | 18% | 11 | 15% | 8 |
| 5th | 0% | 0 | 6% | 2 | 27% | 17 | 13% | 7 |
| 6th | 0% | 0 | 0% | 0 | 6% | 4 | 9% | 5 |
| 7th | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 4 |
| **Number of Respondents** | **0** | | **31** | | **62** | | **54** | |
| **Subawards and Subcontracts** | | | | | | | | |
| 1st | 0% | 0 | 26% | 8 | 18% | 11 | 9% | 5 |
| 2nd | 0% | 0 | 32% | 10 | 13% | 8 | 17% | 9 |
| 3rd | 0% | 0 | 19% | 6 | 27% | 16 | 19% | 10 |
| 4th | 0% | 0 | 16% | 5 | 17% | 10 | 26% | 14 |
| 5th | 0% | 0 | 6% | 2 | 22% | 13 | 17% | 9 |
| 6th | 0% | 0 | 0% | 0 | 3% | 2 | 11% | 6 |
| 7th | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| **Number of Respondents** | **0** | | **31** | | **60** | | **54** | |
| **Subrecipient Indirect cost rates** | | | | | | | | |
| 1st | 0% | 0 | 3% | 1 | 2% | 1 | 0% | 0 |
| 2nd | 0% | 0 | 10% | 3 | 11% | 7 | 11% | 6 |
| 3rd | 0% | 0 | 32% | 10 | 13% | 8 | 17% | 9 |
| 4th | 0% | 0 | 29% | 9 | 23% | 14 | 26% | 14 |
| 5th | 0% | 0 | 23% | 7 | 19% | 12 | 28% | 15 |
| 6th | 0% | 0 | 3% | 1 | 32% | 20 | 17% | 9 |
| **Number of Respondents** | **0** | | **31** | | **62** | | **53** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Indirect Cost Group/Financial Improvement Operations (ICG/FIO)
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Exclusions** | | | | | | | | |
| 1st | 0% | 0 | 3% | 1 | 8% | 5 | 6% | 3 |
| 2nd | 0% | 0 | 6% | 2 | 21% | 13 | 34% | 18 |
| 3rd | 0% | 0 | 42% | 13 | 27% | 17 | 23% | 12 |
| 4th | 0% | 0 | 29% | 9 | 24% | 15 | 9% | 5 |
| 5th | 0% | 0 | 16% | 5 | 18% | 11 | 17% | 9 |
| 6th | 0% | 0 | 3% | 1 | 2% | 1 | 9% | 5 |
| 7th | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| **Number of Respondents** | **0** | | **31** | | **62** | | **53** | |
| **Calculations of LEA Indirect rates** | | | | | | | | |
| 1st | 0% | 0 | 23% | 7 | 4% | 2 | 6% | 3 |
| 2nd | 0% | 0 | 13% | 4 | 16% | 9 | 9% | 5 |
| 3rd | 0% | 0 | 0% | 0 | 7% | 4 | 6% | 3 |
| 4th | 0% | 0 | 16% | 5 | 14% | 8 | 9% | 5 |
| 5th | 0% | 0 | 42% | 13 | 12% | 7 | 17% | 9 |
| 6th | 0% | 0 | 6% | 2 | 47% | 27 | 42% | 22 |
| 7th | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 6 |
| **Number of Respondents** | **0** | | **31** | | **57** | | **53** | |
| **Other Indirect Cost Area** | | | | | | | | |
| 1st | 0% | 0 | 3% | 1 | 57% | 4 | 15% | 2 |
| 2nd | 0% | 0 | 3% | 1 | 14% | 1 | 0% | 0 |
| 4th | 0% | 0 | 0% | 0 | 0% | 0 | 8% | 1 |
| 5th | 0% | 0 | 6% | 2 | 0% | 0 | 0% | 0 |
| 6th | 0% | 0 | 87% | 27 | 29% | 2 | 0% | 0 |
| 7th | 0% | 0 | 0% | 0 | 0% | 0 | 77% | 10 |
| **Number of Respondents** | **0** | | **31** | | **7** | | **13** | |
| **Indirect cost proposals been submitted by the due date** | | | | | | | | |
| Submitted by due date | 0% | 0 | 0% | 0 | 69% | 43 | 67% | 36 |
| Not submitted by due date | 0% | 0 | 0% | 0 | 31% | 19 | 33% | 18 |
| **Number of Respondents** | **0** | | **0** | | **62** | | **54** | |
| **Indirect cost group provided technical assistance needed during reviews** | | | | | | | | |
| Provided assistance | 0% | 0 | 0% | 0 | 90% | 56 | 93% | 50 |
| Did not provide assistance | 0% | 0 | 0% | 0 | 10% | 6 | 7% | 4 |
| **Number of Respondents** | **0** | | **0** | | **62** | | **54** | |
| **Satisfied with the timeliness of services** | | | | | | | | |
| Very satisfied | 0% | 0 | 0% | 0 | 14% | 8 | 14% | 7 |
| Satisfied | 0% | 0 | 0% | 0 | 55% | 31 | 66% | 33 |
| Extremely satisfied | 0% | 0 | 0% | 0 | 30% | 17 | 20% | 10 |
| **Number of Respondents** | **0** | | **0** | | **56** | | **50** | |
| **Timeliness of issuance of the indirect cost rate agreement** | | | | | | | | |
| Within 30 to 60 days from receipt of proposal | 0% | 0 | 0% | 0 | 11% | 7 | 11% | 6 |
| Within 60 to 90 days from receipt of proposal | 0% | 0 | 0% | 0 | 8% | 5 | 11% | 6 |
| Within 90 to 120 days from receipt of proposal | 0% | 0 | 0% | 0 | 10% | 6 | 20% | 11 |
| Not applicable | 0% | 0 | 0% | 0 | 71% | 44 | 57% | 31 |
| **Number of Respondents** | **0** | | **0** | | **62** | | **54** | |
| **Staff received sufficient technical guidance during site visit** | | | | | | | | |
| Received | 0% | 0 | 0% | 0 | 27% | 17 | 24% | 13 |
| Did not receive | 0% | 0 | 0% | 0 | 3% | 2 | 2% | 1 |
| Not applicable | 0% | 0 | 0% | 0 | 69% | 43 | 74% | 40 |
| **Number of Respondents** | **0** | | **0** | | **62** | | **54** | |
| **Organization contributed to delay in receiving indirect cost rate agreement** | | | | | | | | |
| Unable to respond due to other priorities within organization | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Understaffed or had new staff | 0% | 0 | 0% | 0 | 0% | 0 | 9% | 5 |
| All of the above | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 4 |
| Not applicable | 0% | 0 | 0% | 0 | 0% | 0 | 81% | 44 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **54** | |
| **Customer service during desk or site review** | | | | | | | | |
| Excellent | 0% | 0 | 0% | 0 | 0% | 0 | 44% | 24 |
| Good | 0% | 0 | 0% | 0 | 0% | 0 | 44% | 24 |
| Fair | 0% | 0 | 0% | 0 | 0% | 0 | 9% | 5 |
| Poor | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **54** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Indirect Cost Group/Financial Improvement Operations (ICG/FIO)
Score Table

| | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|
| **Sample Size** | **26** | **29** | **31** | **62** | **59** |
| **ED Staff/Coordination** | **74** | **77** | **72** | **88** | **83** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 80 | 83 | 75 | 89 | 86 |
| Responsiveness to your questions | 69 | 72 | 71 | 87 | 82 |
| Accuracy of responses | 76 | 83 | 77 | 89 | 83 |
| Sufficiency of legal guidance in responses | 75 | 74 | 76 | 86 | 81 |
| Consistency of responses with ED staff from different program offices | 71 | 69 | 68 | 86 | 84 |
| Collaboration with other ED programs or offices in providing relevant services | 78 | 78 | 73 | 86 | 82 |
| **Online Resources** | **64** | **72** | **69** | **69** | **71** |
| Ease of finding materials online | 61 | 71 | 68 | 66 | 68 |
| Ease of submitting information to ED via the web | 69 | 80 | 67 | 72 | 79 |
| Freshness of content | 67 | 68 | 65 | 72 | 74 |
| Ability to accomplish what you want on the site | 62 | 73 | 66 | 68 | 73 |
| Ease of reading the site | 70 | 77 | 71 | 72 | 75 |
| Ease of navigation | 63 | 77 | 70 | 68 | 73 |
| **Technical Assistance** | **68** | **81** | **64** | **78** | **85** |
| Department Staff - Helped build capacity to implement reform | 71 | 85 | 62 | 81 | 84 |
| Department-Funded TA Providers - Helped build capacity to implement reform | 61 | 77 | 64 | 67 | 81 |
| Increased knowledge/awareness regarding key issues | 67 | 83 | 61 | 80 | 87 |
| Higher quality implementation of this program | 71 | 81 | 62 | 80 | 87 |
| State was able to develop, improve, or support promising practices | 66 | 79 | 62 | 81 | 88 |
| **Technology** | **60** | **74** | **57** | **68** | **74** |
| ED's effectiveness in using technology to deliver its services | 62 | 74 | 63 | 77 | 76 |
| ED`s quality of assistance | 60 | 72 | 60 | 84 | 81 |
| Effectiveness of automated process in improving state/LEA reporting | 57 | 75 | 59 | 78 | 73 |
| Expected reduction in federal paperwork | 50 | 76 | 50 | 58 | 63 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **--** | **79** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | -- | 82 |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | -- | 76 |
| Ease of accessing and submitting a performance report | -- | -- | -- | -- | 75 |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | -- | 71 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | -- | 78 |
| Ability to accomplish what you want on the site | -- | -- | -- | -- | 80 |
| Visual appearance of the G5 pages | -- | -- | -- | -- | 77 |
| Ease of navigation | -- | -- | -- | -- | 78 |
| **Documents** | **70** | **77** | **71** | **76** | **74** |
| Clarity | 72 | 75 | 71 | 74 | 73 |
| Organization of information | 72 | 80 | 76 | 76 | 74 |
| Sufficiency of detail to meet your program needs | 69 | 74 | 72 | 76 | 75 |
| Relevance to your areas of need | 72 | 82 | 71 | 78 | 75 |
| Comprehensiveness in addressing the scope of issues that you face | 67 | 72 | 71 | 76 | 74 |
| **Information in Application Package** | **--** | **--** | **--** | **--** | **--** |
| Program Purpose | -- | -- | -- | -- | -- |
| Program Priorities | -- | -- | -- | -- | -- |
| Selection Criteria | -- | -- | -- | -- | -- |
| Review Process | -- | -- | -- | -- | -- |
| Budget Information and Forms | -- | -- | -- | -- | -- |
| Deadline for Submission | -- | -- | -- | -- | -- |
| Dollar Limit on Awards | -- | -- | -- | -- | -- |
| Page Limitation Instructions | -- | -- | -- | -- | -- |
| Formatting Instructions | -- | -- | -- | -- | -- |
| Program Contact | -- | -- | -- | -- | -- |
| **ACSI** | **61** | **67** | **63** | **69** | **72** |
| How satisfied are you with ED's products and services | 67 | 74 | 69 | 75 | 76 |
| How well ED`s products and services meet expectations | 59 | 62 | 60 | 66 | 70 |
| How well ED compares with ideal products and services | 56 | 63 | 59 | 64 | 69 |
| **Complaint** | **0** | **0** | **0** | **0** | **3** |
| Issued a formal complaint about assistance received from ED staff member | 0 | 0 | 0 | 0 | 3 |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Innovative Approaches to Literacy
Demographics

| | 2017 | | 2018 | |
|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency |
| **Reporting system used for accountability data~** | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 |
| G5 | 0% | 0 | 89% | 17 |
| Other electronic system | 0% | 0 | 11% | 2 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **0** | | **19** | |

| | | | | |
|---|---|---|---|---|
| **Unlocking your G5 account** | | | | |
| Never | 0% | 0 | 53% | 9 |
| Once | 0% | 0 | 12% | 2 |
| Twice | 0% | 0 | 6% | 1 |
| Occasionally | 0% | 0 | 18% | 3 |
| Regularly | 0% | 0 | 6% | 1 |
| Not Applicable | 0% | 0 | 6% | 1 |
| **Number of Respondents** | **0** | | **17** | |

| | | | | |
|---|---|---|---|---|
| **Reactivating your G5 account** | | | | |
| Never | 0% | 0 | 71% | 12 |
| Once | 0% | 0 | 12% | 2 |
| Twice | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 12% | 2 |
| Not Applicable | 0% | 0 | 6% | 1 |
| **Number of Respondents** | **0** | | **17** | |

| | | | | |
|---|---|---|---|---|
| **Viewing a Grant Award Notification** | | | | |
| Never | 0% | 0 | 65% | 11 |
| Once | 0% | 0 | 6% | 1 |
| Twice | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 6% | 1 |
| Regularly | 0% | 0 | 24% | 4 |
| Not Applicable | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **0** | | **17** | |

| | | | | |
|---|---|---|---|---|
| **Requesting funds from a grant award** | | | | |
| Never | 0% | 0 | 53% | 9 |
| Once | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 6% | 1 |
| Occasionally | 0% | 0 | 6% | 1 |
| Regularly | 0% | 0 | 24% | 4 |
| Not Applicable | 0% | 0 | 12% | 2 |
| **Number of Respondents** | **0** | | **17** | |

| | | | | |
|---|---|---|---|---|
| **Submitting a refund to a grant award** | | | | |
| Never | 0% | 0 | 76% | 13 |
| Once | 0% | 0 | 6% | 1 |
| Twice | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 6% | 1 |
| Not Applicable | 0% | 0 | 12% | 2 |
| **Number of Respondents** | **0** | | **17** | |

| | | | | |
|---|---|---|---|---|
| **Accessing working on or submitting a Performance Report** | | | | |
| Never | 0% | 0 | 41% | 7 |
| Once | 0% | 0 | 12% | 2 |
| Twice | 0% | 0 | 12% | 2 |
| Occasionally | 0% | 0 | 12% | 2 |
| Regularly | 0% | 0 | 18% | 3 |
| Not Applicable | 0% | 0 | 6% | 1 |
| **Number of Respondents** | **0** | | **17** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Innovative Approaches to Literacy
Demographics

| | 2017 | | 2018 | |
|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency |
| **Working in G5 as a peer reviewer** | | | | |
| Never | 0% | 0 | 65% | 11 |
| Once | 0% | 0 | 6% | 1 |
| Twice | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 6% | 1 |
| Not Applicable | 0% | 0 | 24% | 4 |
| **Number of Respondents** | **0** | | **17** | |
| **Creating a G5 account for the first time or adding a role to an existing account** | | | | |
| Never | 0% | 0 | 59% | 10 |
| Once | 0% | 0 | 24% | 4 |
| Twice | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 12% | 2 |
| Regularly | 0% | 0 | 6% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **0** | | **17** | |
| **Submitting a grant application through G5** | | | | |
| Never | 0% | 0 | 47% | 8 |
| Once | 0% | 0 | 24% | 4 |
| Twice | 0% | 0 | 6% | 1 |
| Occasionally | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 12% | 2 |
| Not Applicable | 0% | 0 | 12% | 2 |
| **Number of Respondents** | **0** | | **17** | |
| **Updating key personnel** | | | | |
| Never | 0% | 0 | 53% | 9 |
| Once | 0% | 0 | 29% | 5 |
| Twice | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 6% | 1 |
| Not Applicable | 0% | 0 | 12% | 2 |
| **Number of Respondents** | **0** | | **17** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | |
| Strongly Agree | 75% | 15 | 89% | 17 |
| Agree | 25% | 5 | 11% | 2 |
| Disagree | 0% | 0 | 0% | 0 |
| Strongly Disagree | 0% | 0 | 0% | 0 |
| Does Not Apply | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **20** | | **19** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | |
| Issued complaint | 5% | 1 | 0% | 0 |
| Have not issued complaint | 95% | 19 | 100% | 19 |
| **Number of Respondents** | **20** | | **19** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Innovative Approaches to Literacy
Score Table

| | 2017 | 2018 |
|---|---|---|
| **Sample Size** | **20** | **19** |
| **ED Staff/Coordination** | **97** | **97** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 97 | 95 |
| Responsiveness to your questions | 97 | 98 |
| Accuracy of responses | 99 | 98 |
| Sufficiency of legal guidance in responses | 99 | 97 |
| Consistency of responses with ED staff from different program offices | 97 | 95 |
| Collaboration with other ED programs or offices in providing relevant services | 96 | 94 |
| **Online Resources** | **86** | **89** |
| Ease of finding materials online | 87 | 86 |
| Ease of submitting information to ED via the web | 87 | 88 |
| Freshness of content | 88 | 90 |
| Ability to accomplish what you want on the site | 88 | 91 |
| Ease of reading the site | 85 | 90 |
| Ease of navigation | 83 | 89 |
| **Technical Assistance** | **--** | **--** |
| Department Staff - Helped build capacity to implement reform | -- | -- |
| Department-Funded TA Providers - Helped build capacity to implement reform | -- | -- |
| Increased knowledge/awareness regarding key issues | -- | -- |
| Higher quality implementation of this program | -- | -- |
| State was able to develop, improve, or support promising practices | -- | -- |
| **Technology** | **89** | **87** |
| ED's effectiveness in using technology to deliver its services | 95 | 96 |
| ED`s quality of assistance | 92 | 95 |
| Effectiveness of automated process in improving state/LEA reporting | 91 | 91 |
| Expected reduction in federal paperwork | 80 | 69 |
| **G5 Performance Report Submission** | **--** | **78** |
| Efficiency of submitting accountability data using G5 | -- | 76 |
| Ease of finding FAQs and self-help guidance | -- | 77 |
| Ease of accessing and submitting a performance report | -- | 78 |
| Ease of a Field Reader accessing Technical Review Form | -- | 73 |
| Effectiveness of G5 instructions to help you locate what you need | -- | 79 |
| Ability to accomplish what you want on the site | -- | 82 |
| Visual appearance of the G5 pages | -- | 79 |
| Ease of navigation | -- | 78 |
| **OESE's Technical Assistance** | **94** | **94** |
| Effectiveness of OESE in helping you learn to implement grant programs | 94 | 94 |
| Usefulness of OESE`s technical assistance services as a model | 95 | 97 |
| **Documents** | **86** | **91** |
| Clarity | 86 | 90 |
| Organization of information | 84 | 90 |
| Sufficiency of detail to meet your program needs | 87 | 91 |
| Relevance to your areas of need | 87 | 91 |
| Comprehensiveness in addressing the scope of issues that you face | 86 | 92 |
| **Information in Application Package** | **--** | **--** |
| Program Purpose | -- | -- |
| Program Priorities | -- | -- |
| Selection Criteria | -- | -- |
| Review Process | -- | -- |
| Budget Information and Forms | -- | -- |
| Deadline for Submission | -- | -- |
| Dollar Limit on Awards | -- | -- |
| Page Limitation Instructions | -- | -- |
| Formatting Instructions | -- | -- |
| Program Contact | -- | -- |
| **ACSI** | **85** | **87** |
| How satisfied are you with ED's products and services | 93 | 92 |
| How well ED`s products and services meet expectations | 81 | 87 |
| How well ED compares with ideal products and services | 81 | 82 |
| **Complaint** | **5** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 5 | 0 |
| **Innovative Approaches to Literacy** | | |
| Responsiveness to questions | 97 | 97 |
| Timely resolution of general programmatic and financial issues | 96 | 97 |
| Use of clear and concise written and verbal communication | 96 | 97 |
| Quality of information or feedback received from IAL program staff | 96 | 95 |
| Ability to assist with the submission of the IAL annual performance report | 96 | 97 |
| Overall satisfaction with service provided by the representative | 98 | 97 |
| Frequency of communication | 96 | 96 |

| | 2018 | |
|---|---|---|
| | Percent | Frequency |
| **Reporting system used for accountability data~** | | |
| EDEN/EDFacts | 0% | 0 |
| G5 | 100% | 23 |
| Other electronic system | 0% | 0 |
| Do not use electronic system, submit hard copy | 0% | 0 |
| **Number of Respondents** | **23** | |

| | | |
|---|---|---|
| **Unlocking your G5 account** | | |
| Never | 35% | 8 |
| Once | 17% | 4 |
| Twice | 17% | 4 |
| Occasionally | 26% | 6 |
| Regularly | 0% | 0 |
| Not Applicable | 4% | 1 |
| **Number of Respondents** | **23** | |

| | | |
|---|---|---|
| **Reactivating your G5 account** | | |
| Never | 39% | 9 |
| Once | 17% | 4 |
| Twice | 9% | 2 |
| Occasionally | 22% | 5 |
| Regularly | 4% | 1 |
| Not Applicable | 9% | 2 |
| **Number of Respondents** | **23** | |

| | | |
|---|---|---|
| **Viewing a Grant Award Notification** | | |
| Never | 43% | 10 |
| Once | 13% | 3 |
| Twice | 9% | 2 |
| Occasionally | 17% | 4 |
| Regularly | 4% | 1 |
| Not Applicable | 13% | 3 |
| **Number of Respondents** | **23** | |

| | | |
|---|---|---|
| **Requesting funds from a grant award** | | |
| Never | 43% | 10 |
| Once | 9% | 2 |
| Twice | 0% | 0 |
| Occasionally | 0% | 0 |
| Regularly | 4% | 1 |
| Not Applicable | 43% | 10 |
| **Number of Respondents** | **23** | |

| | | |
|---|---|---|
| **Submitting a refund to a grant award** | | |
| Never | 48% | 11 |
| Once | 0% | 0 |
| Twice | 0% | 0 |
| Occasionally | 0% | 0 |
| Regularly | 0% | 0 |
| Not Applicable | 52% | 12 |
| **Number of Respondents** | **23** | |

| | | |
|---|---|---|
| **Accessing working on or submitting a Performance Report** | | |
| Never | 26% | 6 |
| Once | 35% | 8 |
| Twice | 4% | 1 |
| Occasionally | 13% | 3 |
| Regularly | 4% | 1 |
| Not Applicable | 17% | 4 |
| **Number of Respondents** | **23** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Javits Program
Demographics

| | 2018 | |
|---|---|---|
| | Percent | Frequency |
| **Working in G5 as a peer reviewer** | | |
| Never | 43% | 10 |
| Once | 0% | 0 |
| Twice | 4% | 1 |
| Occasionally | 0% | 0 |
| Regularly | 0% | 0 |
| Not Applicable | 52% | 12 |
| **Number of Respondents** | **23** | |

| | | |
|---|---|---|
| **Creating a G5 account for the first time or adding a role to an existing account** | | |
| Never | 35% | 8 |
| Once | 22% | 5 |
| Twice | 13% | 3 |
| Occasionally | 17% | 4 |
| Regularly | 0% | 0 |
| Not Applicable | 13% | 3 |
| **Number of Respondents** | **23** | |

| | | |
|---|---|---|
| **Submitting a grant application through G5** | | |
| Never | 30% | 7 |
| Once | 35% | 8 |
| Twice | 0% | 0 |
| Occasionally | 4% | 1 |
| Regularly | 4% | 1 |
| Not Applicable | 26% | 6 |
| **Number of Respondents** | **23** | |

| | | |
|---|---|---|
| **Updating key personnel** | | |
| Never | 35% | 8 |
| Once | 0% | 0 |
| Twice | 4% | 1 |
| Occasionally | 17% | 4 |
| Regularly | 0% | 0 |
| Not Applicable | 43% | 10 |
| **Number of Respondents** | **23** | |

| | | |
|---|---|---|
| **Overall I am satisfied with the quality of EDs products and services** | | |
| Strongly Agree | 43% | 10 |
| Agree | 39% | 9 |
| Disagree | 9% | 2 |
| Strongly Disagree | 9% | 2 |
| Does Not Apply | 0% | 0 |
| **Number of Respondents** | **23** | |

| | | |
|---|---|---|
| **Issued formal complaint about assistance received from ED staff member** | | |
| Issued complaint | 4% | 1 |
| Have not issued complaint | 96% | 22 |
| **Number of Respondents** | **23** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Javits Program
Score Table

| | 2018 |
|---|---|
| **Sample Size** | **23** |
| **ED Staff/Coordination** | **78** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 83 |
| Responsiveness to your questions | 77 |
| Accuracy of responses | 83 |
| Sufficiency of legal guidance in responses | 92 |
| Consistency of responses with ED staff from different program offices | 84 |
| Collaboration with other ED programs or offices in providing relevant services | 90 |
| **Online Resources** | **72** |
| Ease of finding materials online | 67 |
| Ease of submitting information to ED via the web | 72 |
| Freshness of content | 70 |
| Ability to accomplish what you want on the site | 73 |
| Ease of reading the site | 77 |
| Ease of navigation | 75 |
| **Technology** | **67** |
| ED's effectiveness in using technology to deliver its services | 68 |
| ED`s quality of assistance | 71 |
| Effectiveness of automated process in improving state/LEA reporting | 77 |
| Expected reduction in federal paperwork | 65 |
| **G5 Performance Report Submission** | **65** |
| Efficiency of submitting accountability data using G5 | -- |
| Ease of finding FAQs and self-help guidance | 59 |
| Ease of accessing and submitting a performance report | 69 |
| Ease of a Field Reader accessing Technical Review Form | 69 |
| Effectiveness of G5 instructions to help you locate what you need | 64 |
| Ability to accomplish what you want on the site | 69 |
| Visual appearance of the G5 pages | 64 |
| Ease of navigation | 62 |
| **OESE's Technical Assistance** | **69** |
| Effectiveness of OESE in helping you learn to implement grant programs | 72 |
| Usefulness of OESE`s technical assistance services as a model | 63 |
| **Documents** | **78** |
| Clarity | 75 |
| Organization of information | 82 |
| Sufficiency of detail to meet your program needs | 78 |
| Relevance to your areas of need | 81 |
| Comprehensiveness in addressing the scope of issues that you face | 75 |
| **Information in Application Package** | **--** |
| Program Purpose | -- |
| Program Priorities | -- |
| Selection Criteria | -- |
| Review Process | -- |
| Budget Information and Forms | -- |
| Deadline for Submission | -- |
| Dollar Limit on Awards | -- |
| Page Limitation Instructions | -- |
| Formatting Instructions | -- |
| Program Contact | -- |
| **ACSI** | **72** |
| How satisfied are you with ED's products and services | 80 |
| How well ED`s products and services meet expectations | 70 |
| How well ED compares with ideal products and services | 64 |
| **Complaint** | **4** |
| Issued a formal complaint about assistance received from ED staff member | 4 |
| **Javits Program** | |
| Timeliness and Responsiveness of general programmatic and financial issues | 65 |
| Quality of information or feedback received from Javits program staff | 62 |
| Knowledge and ability to assist with submission of interim performance report | 72 |
| Overall level of satisfaction with the service provided by representative | 63 |
| Frequency of communication | 62 |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Migrant Education Programs (Title I, Part C)
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | |
| Administered by a State Department of Education | 100% | 30 | 97% | 32 | 100% | 37 | 100% | 32 |
| Not administered by a State Department of Education | 0% | 0 | 3% | 1 | 0% | 0 | 0% | 0 |
| Don´t Know | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **30** | | **33** | | **37** | | **32** | |
| **Reporting system used for accountability data~** | | | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 0% | 0 | 94% | 30 |
| G5 | 0% | 0 | 0% | 0 | 0% | 0 | 22% | 7 |
| Other electronic system | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 4 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **32** | |
| **Unlocking your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 43% | 3 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 29% | 2 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **7** | |
| **Reactivating your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 29% | 2 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 29% | 2 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 29% | 2 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **7** | |
| **Viewing a Grant Award Notification** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 43% | 3 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 29% | 2 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **7** | |
| **Requesting funds from a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 71% | 5 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **7** | |
| **Submitting a refund to a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 71% | 5 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **7** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Migrant Education Programs (Title I, Part C)
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Accessing working on or submitting a Performance Report** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 71% | 5 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **7** | |
| **Working in G5 as a peer reviewer** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 71% | 5 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **7** | |
| **Creating a G5 account for the first time or adding a role to an existing account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 71% | 5 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **7** | |
| **Submitting a grant application through G5** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 71% | 5 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **7** | |
| **Updating key personnel** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 57% | 4 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **7** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | |
| Strongly Agree | 17% | 5 | 36% | 12 | 57% | 21 | 44% | 14 |
| Agree | 70% | 21 | 61% | 20 | 38% | 14 | 53% | 17 |
| Disagree | 13% | 4 | 3% | 1 | 3% | 1 | 3% | 1 |
| Strongly Disagree | 0% | 0 | 0% | 0 | 3% | 1 | 0% | 0 |
| Does Not Apply | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **30** | | **33** | | **37** | | **32** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | |
| Issued complaint | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 30 | 100% | 33 | 100% | 37 | 100% | 32 |
| **Number of Respondents** | **30** | | **33** | | **37** | | **32** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Migrant Education Programs (Title I, Part C)
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Usefulness of CWG for collaboration** | | | | | | | | |
| Satisfied with collaboration through CWG | 0% | 0 | 0% | 0 | 92% | 34 | 90% | 27 |
| Not satisfied with collaboration through CWG | 0% | 0 | 0% | 0 | 8% | 3 | 10% | 3 |
| **Number of Respondents** | **0** | | **0** | | **37** | | **30** | |
| **Most useful webinar** | | | | | | | | |
| CSPR Series | 0% | 0 | 93% | 13 | 22% | 8 | 40% | 12 |
| MSIX: ISA/MOU | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 2 |
| MSIX: Managing Worklists | 0% | 0 | 0% | 0 | 0% | 0 | 3% | 1 |
| MSIX: Accounts Management | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 2 |
| Subgranting | 0% | 0 | 0% | 0 | 0% | 0 | 17% | 5 |
| MSIX Technical Webinar | 0% | 0 | 0% | 0 | 16% | 6 | 0% | 0 |
| MEP Eligibility Guidance | 0% | 0 | 0% | 0 | 54% | 20 | 0% | 0 |
| New Director Orientation: Service Delivery Plan | 0% | 0 | 0% | 0 | 5% | 2 | 0% | 0 |
| Evaluation Exemplars | 0% | 0 | 0% | 0 | 0% | 0 | 20% | 6 |
| I did not participate in a webinar this year | 0% | 0 | 7% | 1 | 3% | 1 | 7% | 2 |
| **Number of Respondents** | **0** | | **14** | | **37** | | **30** | |
| **Technical assistance topics needed~** | | | | | | | | |
| Child Eligibility | 3% | 1 | 15% | 5 | 38% | 14 | 23% | 7 |
| Comprehensive Needs Assessment | 10% | 3 | 12% | 4 | 8% | 3 | 10% | 3 |
| Continuation of Services | 20% | 6 | 15% | 5 | 0% | 0 | 20% | 6 |
| Fiscal Requirements | 33% | 10 | 18% | 6 | 22% | 8 | 27% | 8 |
| Interstate Coordination | 27% | 8 | 12% | 4 | 8% | 3 | 17% | 5 |
| Parental/Family Engagement | 27% | 8 | 18% | 6 | 11% | 4 | 10% | 3 |
| Priority for Services | 7% | 2 | 12% | 4 | 30% | 11 | 13% | 4 |
| Program Evaluation | 27% | 8 | 15% | 5 | 14% | 5 | 23% | 7 |
| Quality Control | 20% | 6 | 9% | 3 | 5% | 2 | 7% | 2 |
| Records Exchange | 7% | 2 | 9% | 3 | 8% | 3 | 10% | 3 |
| Recruitment | 10% | 3 | 24% | 8 | 22% | 8 | 17% | 5 |
| Re-interviewing | 13% | 4 | 6% | 2 | 11% | 4 | 10% | 3 |
| Service Delivery Models | 20% | 6 | 12% | 4 | 22% | 8 | 27% | 8 |
| Service Delivery Plan | 7% | 2 | 12% | 4 | 8% | 3 | 7% | 2 |
| Subgrant Formulas | 20% | 6 | 36% | 12 | 24% | 9 | 10% | 3 |
| Service Delivery Strategies (Instructional and Support) | 17% | 5 | 24% | 8 | 19% | 7 | 30% | 9 |
| Subrecipient Monitoring | 27% | 8 | 21% | 7 | 22% | 8 | 30% | 9 |
| Other | 0% | 0 | 9% | 3 | 5% | 2 | 7% | 2 |
| **Number of Respondents** | **30** | | **33** | | **37** | | **30** | |
| **Resources accessed via RESULTS webpage~** | | | | | | | | |
| Legislation Information | 0% | 0 | 0% | 0 | 65% | 24 | 73% | 22 |
| Policy Questions | 0% | 0 | 0% | 0 | 65% | 24 | 83% | 25 |
| Tools & Curriculum | 0% | 0 | 0% | 0 | 54% | 20 | 63% | 19 |
| Webinars | 0% | 0 | 0% | 0 | 73% | 27 | 77% | 23 |
| Stories From the Field | 0% | 0 | 0% | 0 | 14% | 5 | 20% | 6 |
| State Contacts | 0% | 0 | 0% | 0 | 43% | 16 | 50% | 15 |
| None of the above | 0% | 0 | 0% | 0 | 8% | 3 | 7% | 2 |
| **Number of Respondents** | **0** | | **0** | | **37** | | **30** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Migrant Education Programs (Title I, Part C)
Score Table

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|---|
| **Sample Size** | **33** | **47** | **22** | **34** | **30** | **33** | **37** | **32** |
| **ED Staff/Coordination** | **76** | **75** | **75** | **83** | **80** | **82** | **87** | **92** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 84 | 81 | 83 | 85 | 86 | 86 | 91 | 93 |
| Responsiveness to your questions | 71 | 71 | 68 | 81 | 77 | 81 | 85 | 90 |
| Accuracy of responses | 77 | 78 | 79 | 86 | 83 | 82 | 90 | 94 |
| Sufficiency of legal guidance in responses | 76 | 75 | 76 | 85 | 79 | 77 | 87 | 93 |
| Consistency of responses with ED staff from different program offices | 73 | 72 | 77 | 82 | 80 | 86 | 90 | 91 |
| Collaboration with other ED programs or offices in providing relevant services | 68 | 73 | 69 | 77 | 72 | 81 | 84 | 92 |
| **Online Resources** | **54** | **64** | **60** | **66** | **59** | **61** | **75** | **82** |
| Ease of finding materials online | 50 | 62 | 58 | 63 | 55 | 58 | 77 | 83 |
| Ease of submitting information to ED via the web | 63 | 69 | 64 | 71 | 65 | 70 | 78 | 87 |
| Freshness of content | -- | 62 | 62 | 68 | 57 | 65 | 75 | 79 |
| Ability to accomplish what you want on the site | -- | 63 | 62 | 65 | 59 | 62 | 78 | 80 |
| Ease of reading the site | -- | 65 | 61 | 67 | 59 | 63 | 78 | 82 |
| Ease of navigation | -- | 61 | 56 | 64 | 54 | 61 | 76 | 81 |
| **Technical Assistance** | **--** | **--** | **--** | **80** | **76** | **77** | **80** | **83** |
| Department Staff - Helped build capacity to implement reform | -- | -- | -- | 78 | 76 | 75 | 82 | 78 |
| Department-Funded TA Providers - Helped build capacity to implement reform | -- | -- | -- | 80 | 71 | 71 | 78 | 80 |
| Increased knowledge/awareness regarding key issues | -- | -- | -- | 80 | 72 | 80 | 81 | 85 |
| Higher quality implementation of this program | -- | -- | -- | 82 | 80 | 81 | 83 | 85 |
| State was able to develop, improve, or support promising practices | -- | -- | -- | 80 | 77 | 77 | 78 | 84 |
| **Technology** | **67** | **64** | **70** | **70** | **69** | **73** | **78** | **81** |
| ED's effectiveness in using technology to deliver its services | 75 | 69 | 76 | 75 | 72 | 79 | 83 | 83 |
| ED`s quality of assistance | 64 | 62 | 71 | 75 | 73 | 78 | 85 | 83 |
| Effectiveness of automated process in improving state/LEA reporting | 63 | 63 | 64 | 68 | 69 | 67 | 77 | 78 |
| Expected reduction in federal paperwork | 60 | 58 | 62 | 60 | 63 | 60 | 61 | 73 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **72** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | -- | -- | -- | -- | 94 |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | -- | -- | -- | -- | 69 |
| Ease of accessing and submitting a performance report | -- | -- | -- | -- | -- | -- | -- | 94 |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | -- | -- | -- | -- | 81 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | -- | -- | -- | -- | 69 |
| Ability to accomplish what you want on the site | -- | -- | -- | -- | -- | -- | -- | 71 |
| Visual appearance of the G5 pages | -- | -- | -- | -- | -- | -- | -- | 80 |
| Ease of navigation | -- | -- | -- | -- | -- | -- | -- | 67 |
| **OESE's Technical Assistance** | **64** | **69** | **68** | **70** | **71** | **69** | **68** | **75** |
| Effectiveness of OESE in helping you learn to implement grant programs | -- | -- | -- | 76 | 74 | 70 | 71 | 78 |
| Usefulness of OESE`s technical assistance services as a model | -- | -- | -- | 64 | 66 | 67 | 64 | 73 |
| **Documents** | **74** | **71** | **74** | **76** | **74** | **78** | **81** | **88** |
| Clarity | 74 | 69 | 77 | 76 | 71 | 79 | 83 | 87 |
| Organization of information | 75 | 73 | 77 | 78 | 76 | 79 | 85 | 89 |
| Sufficiency of detail to meet your program needs | 73 | 69 | 73 | 75 | 74 | 80 | 77 | 89 |
| Relevance to your areas of need | 79 | 76 | 74 | 78 | 78 | 79 | 82 | 87 |
| Comprehensiveness in addressing the scope of issues that you face | 69 | 67 | 69 | 74 | 71 | 75 | 78 | 86 |
| **Information in Application Package** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **--** |
| Program Purpose | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Priorities | -- | -- | -- | -- | -- | -- | -- | -- |
| Selection Criteria | -- | -- | -- | -- | -- | -- | -- | -- |
| Review Process | -- | -- | -- | -- | -- | -- | -- | -- |
| Budget Information and Forms | -- | -- | -- | -- | -- | -- | -- | -- |
| Deadline for Submission | -- | -- | -- | -- | -- | -- | -- | -- |
| Dollar Limit on Awards | -- | -- | -- | -- | -- | -- | -- | -- |
| Page Limitation Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Formatting Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Contact | -- | -- | -- | -- | -- | -- | -- | -- |
| **ACSI** | **64** | **64** | **64** | **68** | **64** | **72** | **75** | **79** |
| How satisfied are you with ED's products and services | 68 | 68 | 70 | 73 | 70 | 79 | 80 | 85 |
| How well ED`s products and services meet expectations | 63 | 62 | 62 | 65 | 61 | 70 | 72 | 77 |
| How well ED compares with ideal products and services | 60 | 59 | 57 | 64 | 59 | 66 | 71 | 75 |
| **Complaint** | **3** | **0** | **0** | **0** | **0** | **0** | **0** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | |
| Administered by a State Department of Education | 26% | 18 | 27% | 17 | 14% | 4 | 0% | 0 |
| Not administered by a State Department of Education | 72% | 50 | 72% | 46 | 86% | 25 | 0% | 0 |
| Don´t Know | 1% | 1 | 2% | 1 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **69** | | **64** | | **29** | | **0** | |
| **Reporting system used for accountability data~** | | | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| G5 | 0% | 0 | 0% | 0 | 0% | 0 | 96% | 44 |
| Other electronic system | 0% | 0 | 0% | 0 | 0% | 0 | 41% | 19 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **46** | |
| **Unlocking your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 34% | 15 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 30% | 13 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 5% | 2 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 23% | 10 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 3 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **44** | |
| **Reactivating your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 52% | 23 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 11 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 5% | 2 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 9% | 4 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 3 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **44** | |
| **Viewing a Grant Award Notification** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 45% | 20 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 11 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 5% | 2 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 6 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 9% | 4 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **44** | |
| **Requesting funds from a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 57% | 25 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 5 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 9% | 4 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 20% | 9 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **44** | |
| **Submitting a refund to a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 68% | 30 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 32% | 14 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **44** | |
| **Accessing working on or submitting a Performance Report** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 23% | 10 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 18% | 8 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 18% | 8 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 18% | 8 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 20% | 9 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **44** | |
| **Working in G5 as a peer reviewer** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 66% | 29 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 5% | 2 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 23% | 10 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **44** | |
| **Creating a G5 account for the first time or adding a role to an existing account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 39% | 17 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 11 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 3 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 9% | 4 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 18% | 8 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **44** | |

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Submitting a grant application through G5** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 48% | 21 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 20% | 9 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 9% | 4 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 18% | 8 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **44** | |
| **Updating key personnel** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 43% | 19 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 23% | 10 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 9% | 4 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 9% | 4 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 6 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **44** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | |
| Strongly Agree | 39% | 27 | 42% | 27 | 24% | 7 | 43% | 20 |
| Agree | 46% | 32 | 56% | 36 | 62% | 18 | 46% | 21 |
| Disagree | 7% | 5 | 0% | 0 | 14% | 4 | 11% | 5 |
| Strongly Disagree | 3% | 2 | 2% | 1 | 0% | 0 | 0% | 0 |
| Does Not Apply | 4% | 3 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **69** | | **64** | | **29** | | **46** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | |
| Issued complaint | 0% | 0 | 2% | 1 | 3% | 1 | 2% | 1 |
| Have not issued complaint | 100% | 69 | 98% | 63 | 97% | 28 | 98% | 45 |
| **Number of Respondents** | **69** | | **64** | | **29** | | **46** | |
| **Frequency of monitoring tech support - NPD** | | | | | | | | |
| At least weekly | 0% | 0 | 0% | 0 | 3% | 1 | 2% | 1 |
| Monthly | 0% | 0 | 20% | 13 | 24% | 7 | 31% | 14 |
| Quarterly | 0% | 0 | 73% | 47 | 62% | 18 | 60% | 27 |
| Yearly | 0% | 0 | 6% | 4 | 10% | 3 | 7% | 3 |
| **Number of Respondents** | **0** | | **64** | | **29** | | **45** | |
| **Frequency of visiting OELA website - NPD** | | | | | | | | |
| Weekly | 0% | 0 | 9% | 6 | 7% | 2 | 13% | 6 |
| Monthly | 0% | 0 | 31% | 20 | 41% | 12 | 31% | 14 |
| Every few months | 0% | 0 | 56% | 36 | 52% | 15 | 53% | 24 |
| Never | 0% | 0 | 3% | 2 | 0% | 0 | 2% | 1 |
| **Number of Respondents** | **0** | | **64** | | **29** | | **45** | |
| **Frequency of visiting NCELA website - NPD** | | | | | | | | |
| Weekly | 0% | 0 | 8% | 5 | 14% | 4 | 16% | 7 |
| Monthly | 0% | 0 | 39% | 25 | 41% | 12 | 40% | 18 |
| Every few months | 0% | 0 | 48% | 31 | 41% | 12 | 29% | 13 |
| Never | 0% | 0 | 5% | 3 | 3% | 1 | 16% | 7 |
| **Number of Respondents** | **0** | | **64** | | **29** | | **45** | |
| **Frequency of visiting OELA Facebook - NPD** | | | | | | | | |
| Weekly | 0% | 0 | 3% | 2 | 0% | 0 | 7% | 3 |
| Monthly | 0% | 0 | 3% | 2 | 10% | 3 | 4% | 2 |
| Every few months | 0% | 0 | 19% | 12 | 7% | 2 | 20% | 9 |
| Never | 0% | 0 | 75% | 48 | 83% | 24 | 69% | 31 |
| **Number of Respondents** | **0** | | **64** | | **29** | | **45** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - National Professional Development Program
Score Table

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|---|
| **Sample Size** | **69** | **17** | **51** | **56** | **69** | **64** | **29** | **46** |
| **ED Staff/Coordination** | **86** | **87** | **93** | **85** | **81** | **84** | **91** | **95** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 90 | 90 | 94 | 88 | 86 | 87 | 93 | 94 |
| Responsiveness to your questions | 82 | 86 | 92 | 80 | 80 | 83 | 86 | 95 |
| Accuracy of responses | 88 | 88 | 93 | 86 | 82 | 83 | 95 | 96 |
| Sufficiency of legal guidance in responses | 89 | 90 | 93 | 90 | 87 | 84 | 94 | 98 |
| Consistency of responses with ED staff from different program offices | 89 | 95 | 93 | 83 | 81 | 88 | 95 | 97 |
| Collaboration with other ED programs or offices in providing relevant services | 92 | 88 | 95 | 85 | 90 | 90 | 97 | 95 |
| **Online Resources** | **73** | **74** | **76** | **79** | **78** | **76** | **66** | **77** |
| Ease of finding materials online | 72 | 71 | 77 | 78 | 79 | 78 | 66 | 79 |
| Ease of submitting information to ED via the web | 75 | 70 | 75 | 80 | 76 | 73 | 61 | 67 |
| Freshness of content | -- | 81 | 81 | 79 | 80 | 83 | 72 | 83 |
| Ability to accomplish what you want on the site | -- | 73 | 74 | 79 | 78 | 76 | 68 | 78 |
| Ease of reading the site | -- | 77 | 76 | 81 | 81 | 78 | 68 | 78 |
| Ease of navigation | -- | 72 | 76 | 79 | 80 | 77 | 64 | 75 |
| **Technical Assistance** | **--** | **--** | **--** | **80** | **77** | **91** | **74** | **--** |
| Department Staff - Helped build capacity to implement reform | -- | -- | -- | 78 | 68 | 88 | 78 | -- |
| Department-Funded TA Providers - Helped build capacity to implement reform | -- | -- | -- | 78 | 76 | 91 | 72 | -- |
| Increased knowledge/awareness regarding key issues | -- | -- | -- | 86 | 79 | 94 | 72 | -- |
| Higher quality implementation of this program | -- | -- | -- | 84 | 83 | 93 | 74 | -- |
| State was able to develop, improve, or support promising practices | -- | -- | -- | 83 | 83 | 97 | 67 | -- |
| **Technology** | **73** | **83** | **80** | **80** | **70** | **78** | **75** | **79** |
| ED's effectiveness in using technology to deliver its services | 76 | 88 | 83 | 80 | 70 | 78 | 75 | 79 |
| ED`s quality of assistance | 84 | 82 | 83 | 79 | -- | -- | -- | 92 |
| Effectiveness of automated process in improving state/LEA reporting | 85 | 81 | 73 | 81 | -- | -- | -- | 82 |
| Expected reduction in federal paperwork | 70 | 74 | 74 | 78 | -- | -- | -- | 72 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **58** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | -- | -- | -- | -- | 59 |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | -- | -- | -- | -- | 53 |
| Ease of accessing and submitting a performance report | -- | -- | -- | -- | -- | -- | -- | 60 |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | -- | -- | -- | -- | 64 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | -- | -- | -- | -- | 58 |
| Ability to accomplish what you want on the site | -- | -- | -- | -- | -- | -- | -- | 63 |
| Visual appearance of the G5 pages | -- | -- | -- | -- | -- | -- | -- | 60 |
| Ease of navigation | -- | -- | -- | -- | -- | -- | -- | 58 |
| **Documents** | **76** | **78** | **82** | **81** | **80** | **80** | **80** | **81** |
| Clarity | 75 | 75 | 82 | 81 | 78 | 79 | 82 | 80 |
| Organization of information | 77 | 78 | 83 | 83 | 81 | 81 | 83 | 81 |
| Sufficiency of detail to meet your program needs | 75 | 80 | 81 | 81 | 80 | 80 | 77 | 79 |
| Relevance to your areas of need | 78 | 79 | 81 | 83 | 82 | 80 | 81 | 83 |
| Comprehensiveness in addressing the scope of issues that you face | 75 | 78 | 80 | 80 | 79 | 79 | 79 | 81 |
| **Information in Application Package** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **--** |
| Program Purpose | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Priorities | -- | -- | -- | -- | -- | -- | -- | -- |
| Selection Criteria | -- | -- | -- | -- | -- | -- | -- | -- |
| Review Process | -- | -- | -- | -- | -- | -- | -- | -- |
| Budget Information and Forms | -- | -- | -- | -- | -- | -- | -- | -- |
| Deadline for Submission | -- | -- | -- | -- | -- | -- | -- | -- |
| Dollar Limit on Awards | -- | -- | -- | -- | -- | -- | -- | -- |
| Page Limitation Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Formatting Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Contact | -- | -- | -- | -- | -- | -- | -- | -- |
| **ACSI** | **72** | **75** | **78** | **75** | **73** | **78** | **71** | **77** |
| How satisfied are you with ED's products and services | 78 | 79 | 86 | 83 | 79 | 83 | 80 | 82 |
| How well ED`s products and services meet expectations | 68 | 69 | 72 | 71 | 70 | 75 | 66 | 76 |
| How well ED compares with ideal products and services | 68 | 73 | 73 | 70 | 69 | 74 | 66 | 71 |
| **Complaint** | **0** | **0** | **2** | **2** | **0** | **2** | **3** | **2** |
| Issued a formal complaint about assistance received from ED staff member | 0 | 0 | 2 | 2 | 0 | 2 | 3 | 2 |
| **National Professional Development Program** | | | | | | | | |
| Technical assistance from program officer | -- | -- | -- | -- | -- | 72 | 74 | 84 |
| Usefulness of OELA website | -- | -- | -- | -- | -- | 76 | 70 | 79 |
| Usefulness of NCELA website | -- | -- | -- | -- | -- | 78 | 77 | 86 |
| Usefulness of OELA Facebook | -- | -- | -- | -- | -- | 62 | 78 | 85 |

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | |
| Administered by a State Department of Education | 33% | 3 | 54% | 7 | 42% | 5 | 22% | 2 |
| Not administered by a State Department of Education | 56% | 5 | 38% | 5 | 50% | 6 | 78% | 7 |
| Don´t Know | 11% | 1 | 8% | 1 | 8% | 1 | 0% | 0 |
| **Number of Respondents** | 9 | | 13 | | 12 | | 9 | |
| **Reporting system used for accountability data~** | | | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| G5 | 0% | 0 | 0% | 0 | 0% | 0 | 89% | 8 |
| Other electronic system | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 1 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 1 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 9 | |
| **Unlocking your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 2 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 2 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 2 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 8 | |
| **Reactivating your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 4 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 8 | |
| **Viewing a Grant Award Notification** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 63% | 5 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 8 | |
| **Requesting funds from a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 75% | 6 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 2 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 8 | |
| **Submitting a refund to a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 88% | 7 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 8 | |
| **Accessing working on or submitting a Performance Report** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 38% | 3 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 2 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 8 | |
| **Working in G5 as a peer reviewer** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 38% | 3 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 4 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 8 | |

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Creating a G5 account for the first time or adding a role to an existing account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 4 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **8** | |
| **Submitting a grant application through G5** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 38% | 3 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 2 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **8** | |
| **Updating key personnel** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 2 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 38% | 3 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 2 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **8** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | |
| Strongly Agree | 89% | 8 | 38% | 5 | 17% | 2 | 56% | 5 |
| Agree | 11% | 1 | 54% | 7 | 83% | 10 | 44% | 4 |
| Disagree | 0% | 0 | 8% | 1 | 0% | 0 | 0% | 0 |
| Strongly Disagree | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Does Not Apply | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **9** | | **13** | | **12** | | **9** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | |
| Issued complaint | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 9 | 100% | 13 | 100% | 12 | 100% | 9 |
| **Number of Respondents** | **9** | | **13** | | **12** | | **9** | |
| **Frequency of monitoring tech support - NAM** | | | | | | | | |
| At least weekly | 0% | 0 | 0% | 0 | 17% | 2 | 0% | 0 |
| Monthly | 0% | 0 | 38% | 5 | 25% | 3 | 44% | 4 |
| Quarterly | 0% | 0 | 46% | 6 | 42% | 5 | 56% | 5 |
| Yearly | 0% | 0 | 15% | 2 | 17% | 2 | 0% | 0 |
| **Number of Respondents** | **0** | | **13** | | **12** | | **9** | |
| **Frequency of visiting OELA website - NAM** | | | | | | | | |
| Daily | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 1 |
| Weekly | 0% | 0 | 15% | 2 | 8% | 1 | 22% | 2 |
| Monthly | 0% | 0 | 31% | 4 | 42% | 5 | 22% | 2 |
| Every few months | 0% | 0 | 38% | 5 | 25% | 3 | 44% | 4 |
| Never | 0% | 0 | 15% | 2 | 25% | 3 | 0% | 0 |
| **Number of Respondents** | **0** | | **13** | | **12** | | **9** | |
| **Frequency of visiting NCELA website - NAM** | | | | | | | | |
| Weekly | 0% | 0 | 18% | 2 | 8% | 1 | 33% | 3 |
| Monthly | 0% | 0 | 9% | 1 | 17% | 2 | 33% | 3 |
| Every few months | 0% | 0 | 36% | 4 | 25% | 3 | 22% | 2 |
| Never | 0% | 0 | 36% | 4 | 50% | 6 | 11% | 1 |
| **Number of Respondents** | **0** | | **11** | | **12** | | **9** | |
| **Frequency of visiting OELA Facebook - NAM** | | | | | | | | |
| Weekly | 0% | 0 | 0% | 0 | 0% | 0 | 22% | 2 |
| Monthly | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 1 |
| Never | 0% | 0 | 100% | 11 | 100% | 12 | 67% | 6 |
| **Number of Respondents** | **0** | | **11** | | **12** | | **9** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Native American and Alaska Native Children in School Program
Score Table

| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|
| **Sample Size** | **10** | **4** | **11** | **9** | **13** | **12** | **9** |
| **ED Staff/Coordination** | **95** | **98** | **95** | **96** | **82** | **83** | **95** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 96 | 97 | 94 | 98 | 85 | 76 | 92 |
| Responsiveness to your questions | 96 | 100 | 96 | 95 | 81 | 89 | 99 |
| Accuracy of responses | 96 | 100 | 94 | 94 | 81 | 83 | 96 |
| Sufficiency of legal guidance in responses | 97 | 96 | 94 | 94 | 81 | 79 | 94 |
| Consistency of responses with ED staff from different program offices | 96 | 96 | 94 | 95 | 80 | 84 | 94 |
| Collaboration with other ED programs or offices in providing relevant services | 92 | 97 | 96 | 95 | 78 | 81 | 97 |
| **Online Resources** | **76** | **83** | **90** | **91** | **67** | **60** | **84** |
| Ease of finding materials online | 78 | 78 | 87 | 90 | 70 | 74 | 81 |
| Ease of submitting information to ED via the web | 74 | 86 | 88 | 93 | 57 | 56 | 81 |
| Freshness of content | 85 | 86 | 91 | 90 | 68 | 59 | 87 |
| Ability to accomplish what you want on the site | 74 | 86 | 89 | 94 | 68 | 58 | 79 |
| Ease of reading the site | 81 | 81 | 92 | 92 | 70 | 61 | 83 |
| Ease of navigation | 73 | 81 | 91 | 92 | 67 | 58 | 83 |
| **Technical Assistance** | **--** | **--** | **87** | **94** | **83** | **59** | **71** |
| Department Staff - Helped build capacity to implement reform | -- | -- | 85 | 94 | 89 | 69 | 67 |
| Department-Funded TA Providers - Helped build capacity to implement reform | -- | -- | 79 | 83 | 89 | 64 | 56 |
| Increased knowledge/awareness regarding key issues | -- | -- | 86 | 94 | 83 | 56 | 72 |
| Higher quality implementation of this program | -- | -- | 93 | 100 | 83 | 61 | 78 |
| State was able to develop, improve, or support promising practices | -- | -- | 87 | 94 | 83 | 56 | 78 |
| **Technology** | **86** | **81** | **87** | **85** | **68** | **76** | **89** |
| ED's effectiveness in using technology to deliver its services | 93 | 81 | 91 | 85 | 68 | 76 | 85 |
| ED`s quality of assistance | 84 | 94 | 89 | -- | -- | -- | 89 |
| Effectiveness of automated process in improving state/LEA reporting | 83 | 78 | 88 | -- | -- | -- | 84 |
| Expected reduction in federal paperwork | 79 | 64 | 78 | -- | -- | -- | 91 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **--** | **--** | **--** | **73** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | -- | -- | -- | 74 |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | -- | -- | -- | 72 |
| Ease of accessing and submitting a performance report | -- | -- | -- | -- | -- | -- | 72 |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | -- | -- | -- | 83 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | -- | -- | -- | 71 |
| Ability to accomplish what you want on the site | -- | -- | -- | -- | -- | -- | 76 |
| Visual appearance of the G5 pages | -- | -- | -- | -- | -- | -- | 76 |
| Ease of navigation | -- | -- | -- | -- | -- | -- | 68 |
| **Documents** | **82** | **83** | **88** | **91** | **78** | **74** | **84** |
| Clarity | 83 | 75 | 88 | 89 | 76 | 73 | 81 |
| Organization of information | 82 | 83 | 89 | 92 | 76 | 75 | 84 |
| Sufficiency of detail to meet your program needs | 82 | 78 | 89 | 92 | 79 | 77 | 85 |
| Relevance to your areas of need | 80 | 89 | 88 | 90 | 79 | 75 | 84 |
| Comprehensiveness in addressing the scope of issues that you face | 80 | 89 | 86 | 90 | 78 | 69 | 84 |
| **Information in Application Package** | **--** | **--** | **--** | **--** | **--** | **--** | **--** |
| Program Purpose | -- | -- | -- | -- | -- | -- | -- |
| Program Priorities | -- | -- | -- | -- | -- | -- | -- |
| Selection Criteria | -- | -- | -- | -- | -- | -- | -- |
| Review Process | -- | -- | -- | -- | -- | -- | -- |
| Budget Information and Forms | -- | -- | -- | -- | -- | -- | -- |
| Deadline for Submission | -- | -- | -- | -- | -- | -- | -- |
| Dollar Limit on Awards | -- | -- | -- | -- | -- | -- | -- |
| Page Limitation Instructions | -- | -- | -- | -- | -- | -- | -- |
| Formatting Instructions | -- | -- | -- | -- | -- | -- | -- |
| Program Contact | -- | -- | -- | -- | -- | -- | -- |
| **ACSI** | **84** | **88** | **86** | **90** | **75** | **66** | **89** |
| How satisfied are you with ED's products and services | 85 | 92 | 92 | 95 | 81 | 70 | 95 |
| How well ED`s products and services meet expectations | 83 | 89 | 83 | 86 | 74 | 65 | 86 |
| How well ED compares with ideal products and services | 84 | 81 | 82 | 89 | 69 | 63 | 85 |
| **Complaint** | **10** | **0** | **0** | **0** | **0** | **0** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 10 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Native American and Alaska Native Children in School Program** | | | | | | | |
| Technical assistance from program officer | -- | -- | -- | -- | 68 | 79 | 91 |
| Usefulness of OELA website | -- | -- | -- | -- | 66 | 72 | 85 |
| Usefulness of NCELA website | -- | -- | -- | -- | 76 | 80 | 88 |
| Usefulness of OELA Facebook | -- | -- | -- | -- | 22 | -- | 100 |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Neglected and Delinquent State and Local Agency Programs
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | |
| Administered by a State Department of Education | 100% | 30 | 97% | 31 | 94% | 30 | 100% | 36 |
| Not administered by a State Department of Education | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Don´t Know | 0% | 0 | 3% | 1 | 6% | 2 | 0% | 0 |
| **Number of Respondents** | **30** | | **32** | | **32** | | **36** | |
| **Reporting system used for accountability data~** | | | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 0% | 0 | 94% | 34 |
| G5 | 0% | 0 | 0% | 0 | 0% | 0 | 6% | 2 |
| Other electronic system | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 0% | 0 | 8% | 3 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **36** | |
| **Unlocking your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **2** | |
| **Reactivating your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **2** | |
| **Viewing a Grant Award Notification** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **2** | |
| **Requesting funds from a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 100% | 2 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **2** | |
| **Submitting a refund to a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 100% | 2 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **2** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Neglected and Delinquent State and Local Agency Programs
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Accessing working on or submitting a Performance Report** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **2** | |
| **Working in G5 as a peer reviewer** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 100% | 2 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **2** | |
| **Creating a G5 account for the first time or adding a role to an existing account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **2** | |
| **Submitting a grant application through G5** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 1 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **2** | |
| **Updating key personnel** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **2** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | |
| Strongly Agree | 17% | 5 | 25% | 8 | 19% | 6 | 25% | 9 |
| Agree | 77% | 23 | 50% | 16 | 50% | 16 | 58% | 21 |
| Disagree | 7% | 2 | 13% | 4 | 16% | 5 | 14% | 5 |
| Strongly Disagree | 0% | 0 | 0% | 0 | 3% | 1 | 3% | 1 |
| Does Not Apply | 0% | 0 | 13% | 4 | 13% | 4 | 0% | 0 |
| **Number of Respondents** | **30** | | **32** | | **32** | | **36** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | |
| Issued complaint | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 30 | 100% | 32 | 100% | 32 | 100% | 36 |
| **Number of Respondents** | **30** | | **32** | | **32** | | **36** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Neglected and Delinquent State and Local Agency Programs
Score Table

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|---|
| **Sample Size** | **37** | **33** | **20** | **14** | **30** | **32** | **32** | **36** |
| **ED Staff/Coordination** | **88** | **91** | **87** | **88** | **83** | **79** | **75** | **81** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 89 | 93 | 90 | 91 | 89 | 79 | 80 | 81 |
| Responsiveness to your questions | 88 | 92 | 83 | 85 | 84 | 73 | 70 | 80 |
| Accuracy of responses | 90 | 91 | 88 | 87 | 87 | 80 | 74 | 84 |
| Sufficiency of legal guidance in responses | 88 | 90 | 87 | 88 | 80 | 79 | 73 | 76 |
| Consistency of responses with ED staff from different program offices | 89 | 89 | 87 | 89 | 83 | 83 | 80 | 83 |
| Collaboration with other ED programs or offices in providing relevant services | 87 | 91 | 82 | 90 | 78 | 82 | 81 | 83 |
| **Online Resources** | **68** | **77** | **69** | **69** | **70** | **73** | **68** | **70** |
| Ease of finding materials online | 66 | 76 | 66 | 68 | 69 | 72 | 69 | 70 |
| Ease of submitting information to ED via the web | 72 | 77 | 75 | 76 | 74 | 74 | 78 | 75 |
| Freshness of content | -- | 80 | 72 | 71 | 69 | 73 | 66 | 64 |
| Ability to accomplish what you want on the site | -- | 76 | 70 | 70 | 69 | 72 | 66 | 70 |
| Ease of reading the site | -- | 77 | 70 | 67 | 71 | 73 | 73 | 72 |
| Ease of navigation | -- | 76 | 66 | 62 | 67 | 73 | 70 | 71 |
| **Technical Assistance** | **--** | **--** | **--** | **83** | **76** | **73** | **72** | **75** |
| Department Staff - Helped build capacity to implement reform | -- | -- | -- | 64 | 75 | 71 | 66 | 69 |
| Department-Funded TA Providers - Helped build capacity to implement reform | -- | -- | -- | 84 | 78 | 75 | 79 | 81 |
| Increased knowledge/awareness regarding key issues | -- | -- | -- | 87 | 77 | 77 | 76 | 76 |
| Higher quality implementation of this program | -- | -- | -- | 91 | 79 | 74 | 74 | 77 |
| State was able to develop, improve, or support promising practices | -- | -- | -- | 87 | 72 | 70 | 68 | 72 |
| **Technology** | **71** | **75** | **67** | **69** | **72** | **65** | **62** | **67** |
| ED's effectiveness in using technology to deliver its services | 81 | 86 | 77 | 85 | 77 | 76 | 71 | 73 |
| ED`s quality of assistance | 70 | 76 | 74 | 77 | 73 | 71 | 70 | 73 |
| Effectiveness of automated process in improving state/LEA reporting | 66 | 74 | 67 | 78 | 71 | 73 | 71 | 72 |
| Expected reduction in federal paperwork | 56 | 59 | 55 | 56 | 64 | 55 | 54 | 57 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **69** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | -- | -- | -- | -- | -- |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | -- | -- | -- | -- | 72 |
| Ease of accessing and submitting a performance report | -- | -- | -- | -- | -- | -- | -- | -- |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | -- | -- | -- | -- | 56 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | -- | -- | -- | -- | 67 |
| Ability to accomplish what you want on the site | -- | -- | -- | -- | -- | -- | -- | 67 |
| Visual appearance of the G5 pages | -- | -- | -- | -- | -- | -- | -- | 67 |
| Ease of navigation | -- | -- | -- | -- | -- | -- | -- | 67 |
| **OESE's Technical Assistance** | **78** | **78** | **79** | **77** | **75** | **67** | **62** | **70** |
| Effectiveness of OESE in helping you learn to implement grant programs | -- | -- | -- | 83 | 78 | 71 | 66 | 74 |
| Usefulness of OESE`s technical assistance services as a model | -- | -- | -- | 71 | 70 | 64 | 61 | 67 |
| **Documents** | **78** | **80** | **78** | **78** | **77** | **72** | **66** | **72** |
| Clarity | 78 | 81 | 78 | 79 | 78 | 72 | 66 | 75 |
| Organization of information | 80 | 83 | 78 | 79 | 81 | 75 | 67 | 75 |
| Sufficiency of detail to meet your program needs | 78 | 80 | 77 | 79 | 76 | 70 | 67 | 70 |
| Relevance to your areas of need | 80 | 82 | 79 | 79 | 77 | 72 | 67 | 71 |
| Comprehensiveness in addressing the scope of issues that you face | 76 | 76 | 77 | 76 | 75 | 71 | 63 | 69 |
| **Information in Application Package** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **--** |
| Program Purpose | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Priorities | -- | -- | -- | -- | -- | -- | -- | -- |
| Selection Criteria | -- | -- | -- | -- | -- | -- | -- | -- |
| Review Process | -- | -- | -- | -- | -- | -- | -- | -- |
| Budget Information and Forms | -- | -- | -- | -- | -- | -- | -- | -- |
| Deadline for Submission | -- | -- | -- | -- | -- | -- | -- | -- |
| Dollar Limit on Awards | -- | -- | -- | -- | -- | -- | -- | -- |
| Page Limitation Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Formatting Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Contact | -- | -- | -- | -- | -- | -- | -- | -- |
| **ACSI** | **72** | **76** | **72** | **70** | **67** | **62** | **60** | **65** |
| How satisfied are you with ED's products and services | 77 | 80 | 75 | 73 | 73 | 66 | 67 | 73 |
| How well ED`s products and services meet expectations | 69 | 78 | 69 | 70 | 64 | 59 | 56 | 60 |
| How well ED compares with ideal products and services | 69 | 71 | 68 | 67 | 62 | 61 | 56 | 62 |
| **Complaint** | **0** | **0** | **0** | **0** | **0** | **0** | **0** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Neglected and Delinquent State and Local Agency Programs** | | | | | | | | |
| Responsiveness in answering questions - US Department of Education | -- | 86 | 83 | 89 | 82 | 79 | 73 | 75 |
| Knowledge of technical material - US Department of Education | -- | 90 | 87 | 93 | 88 | 82 | 75 | 76 |
| Meeting program compliance requirements - US Department of Education | -- | 85 | 86 | 82 | 85 | 81 | 70 | 76 |
| Assisting you to impact performance results - US Department of Education | -- | 75 | 82 | 77 | 81 | 79 | 64 | 70 |
| Developing cross-agency collaborations - US Department of Education | -- | 79 | 81 | 81 | 76 | 77 | 59 | 67 |
| Responsiveness in answering questions - Technical Assistance Center (NDTAC) | -- | 92 | 87 | 84 | 81 | 80 | 79 | 81 |
| Knowledge of technical material - Technical Assistance Center (NDTAC) | -- | 91 | 86 | 89 | 84 | 82 | 80 | 82 |
| Meeting program compliance requirements - Technical Assistance Center (NDTAC) | -- | 89 | 88 | 86 | 86 | 85 | 80 | 83 |
| Assisting to impact performance results - Technical Assistance Center (NDTAC) | -- | 82 | 83 | 79 | 84 | 84 | 83 | 82 |
| Developing cross-agency collaborations - Technical Assistance Center (NDTAC) | -- | 82 | 79 | 80 | 79 | 82 | 74 | 78 |
| Direct one-on-one TA calls - Quality | -- | 90 | 85 | 92 | 87 | 86 | 77 | 87 |
| ND Community calls - Quality | -- | 82 | 81 | 91 | 82 | 85 | 80 | 84 |
| Webinars - Quality | -- | 89 | 81 | 90 | 82 | 83 | 80 | 83 |
| State Coordinators meeting - Quality | -- | 93 | 88 | 92 | 89 | 88 | 80 | 89 |
| Website - Quality | -- | 91 | 79 | 90 | 83 | 84 | 77 | 82 |
| Products - Quality | -- | 91 | 84 | 89 | 84 | 85 | 81 | 83 |
| Direct one-on-one TA calls - Usefulness | -- | 89 | 86 | 85 | 87 | 82 | 82 | 86 |
| ND Community calls - Usefulness | -- | 82 | 77 | 87 | 79 | 82 | 80 | 81 |
| Webinars - Usefulness | -- | 87 | 78 | 87 | 83 | 83 | 81 | 81 |
| State Coordinators meeting - Usefulness | -- | 90 | 88 | 90 | 89 | 88 | 86 | 91 |
| Website - Usefulness | -- | 92 | 82 | 91 | 86 | 84 | 83 | 82 |
| Products - Usefulness | -- | 91 | 82 | 88 | 86 | 84 | 85 | 82 |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Payments for Federal Property (Section 7002)
Demographics

| | 2011 | | 2012 | | 2013 | | 2014 | | 2015 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | | | | | | | |
| Administered by a State Department of Education | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 12 | 0% | 0 | 0% | 0 |
| Not administered by a State Department of Education | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 54% | 26 | 0% | 0 | 0% | 0 |
| Don´t Know | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 21% | 10 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 0 | | 48 | | 0 | | 0 | |
| **Reporting system used for accountability data~** | | | | | | | | | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 8% | 4 |
| G5 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 94% | 45 |
| Other electronic system | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 48 | |
| **Unlocking your G5 account** | | | | | | | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 33% | 15 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 31% | 14 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 3 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 20% | 9 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 4% | 2 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 4% | 2 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 45 | |
| **Reactivating your G5 account** | | | | | | | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 60% | 27 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 6 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 9% | 4 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 9% | 4 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 3 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 45 | |
| **Viewing a Grant Award Notification** | | | | | | | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 58% | 26 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 3 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 16% | 7 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 9% | 4 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 9% | 4 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 45 | |
| **Requesting funds from a grant award** | | | | | | | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 67% | 30 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 3 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 5 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 4% | 2 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 5 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 45 | |
| **Submitting a refund to a grant award** | | | | | | | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 73% | 33 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 4% | 2 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 18% | 8 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 45 | |
| **Accessing working on or submitting a Performance Report** | | | | | | | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 71% | 32 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 4% | 2 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 9% | 4 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 6 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 45 | |
| **Working in G5 as a peer reviewer** | | | | | | | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 71% | 32 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 4% | 2 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 22% | 10 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 0 | | 0 | | 0 | | 45 | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Payments for Federal Property (Section 7002)
Demographics

| | 2011 | | 2012 | | 2013 | | 2014 | | 2015 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Creating a G5 account for the first time or adding a role to an existing account** | | | | | | | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 56% | 25 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 24% | 11 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 16% | 7 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **0** | | **0** | | **0** | | **45** | |
| **Submitting a grant application through G5** | | | | | | | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 33% | 15 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 27% | 12 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 3 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 6 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 18% | 8 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **0** | | **0** | | **0** | | **45** | |
| **Updating key personnel** | | | | | | | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 62% | 28 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 6 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 5 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 9% | 4 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **0** | | **0** | | **0** | | **45** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | | | | | | | |
| Strongly Agree | 11% | 4 | 34% | 17 | 23% | 13 | 24% | 9 | 19% | 9 | 27% | 21 | 31% | 15 |
| Agree | 66% | 25 | 50% | 25 | 68% | 38 | 62% | 23 | 56% | 27 | 66% | 51 | 60% | 29 |
| Disagree | 21% | 8 | 6% | 3 | 5% | 3 | 3% | 1 | 13% | 6 | 4% | 3 | 6% | 3 |
| Strongly Disagree | 3% | 1 | 8% | 4 | 0% | 0 | 8% | 3 | 0% | 0 | 0% | 0 | 2% | 1 |
| Does Not Apply | 0% | 0 | 2% | 1 | 4% | 2 | 3% | 1 | 13% | 6 | 3% | 2 | 0% | 0 |
| **Number of Respondents** | **38** | | **50** | | **56** | | **37** | | **48** | | **77** | | **48** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | | | | | | | |
| Issued complaint | 0% | 0 | 0% | 0 | 4% | 2 | 0% | 0 | 2% | 1 | 1% | 1 | 2% | 1 |
| Have not issued complaint | 0% | 0 | 100% | 50 | 96% | 54 | 100% | 37 | 98% | 47 | 99% | 76 | 98% | 47 |
| **Number of Respondents** | **0** | | **50** | | **56** | | **37** | | **48** | | **77** | | **48** | |
| **Uses written instruction and guidance documents provided for application** | | | | | | | | | | | | | | |
| Used | 92% | 35 | 94% | 47 | 95% | 53 | 92% | 34 | 96% | 46 | 84% | 65 | 98% | 43 |
| Did not use | 8% | 3 | 6% | 3 | 5% | 3 | 8% | 3 | 4% | 2 | 16% | 12 | 2% | 1 |
| **Number of Respondents** | **38** | | **50** | | **56** | | **37** | | **48** | | **77** | | **44** | |
| **Contacted Impact Aid Program for technical assistance** | | | | | | | | | | | | | | |
| Contacted | 53% | 20 | 68% | 34 | 63% | 35 | 62% | 23 | 65% | 31 | 39% | 30 | 41% | 18 |
| Did not contact | 47% | 18 | 32% | 16 | 38% | 21 | 38% | 14 | 35% | 17 | 61% | 47 | 59% | 26 |
| **Number of Respondents** | **38** | | **50** | | **56** | | **37** | | **48** | | **77** | | **44** | |
| **Attended mtgs where info on Sec 7002 prog app submission rev process provided** | | | | | | | | | | | | | | |
| Attended | 79% | 30 | 64% | 32 | 63% | 35 | 68% | 25 | 60% | 29 | 57% | 44 | 61% | 27 |
| Have not attended | 21% | 8 | 36% | 18 | 38% | 21 | 32% | 12 | 40% | 19 | 43% | 33 | 39% | 17 |
| **Number of Respondents** | **38** | | **50** | | **56** | | **37** | | **48** | | **77** | | **44** | |
| **Presentation and or materials prepared help understand responsibilities** | | | | | | | | | | | | | | |
| Helped understand | 97% | 29 | 94% | 30 | 97% | 34 | 100% | 25 | 90% | 26 | 100% | 44 | 96% | 26 |
| Did not help understand | 3% | 1 | 6% | 2 | 3% | 1 | 0% | 0 | 10% | 3 | 0% | 0 | 4% | 1 |
| **Number of Respondents** | **30** | | **32** | | **35** | | **25** | | **29** | | **44** | | **27** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Payments for Federal Property (Section 7002)
Score Table

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|---|
| **Sample Size** | **38** | **50** | **56** | **37** | **48** | **0** | **77** | **48** |
| **ED Staff/Coordination** | **76** | **81** | **83** | **77** | **81** | **--** | **84** | **90** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 80 | 84 | 84 | 76 | 82 | -- | 85 | 90 |
| Responsiveness to your questions | 76 | 83 | 83 | 76 | 83 | -- | 79 | 90 |
| Accuracy of responses | 75 | 82 | 83 | 76 | 86 | -- | 85 | 91 |
| Sufficiency of legal guidance in responses | 75 | 78 | 82 | 73 | 76 | -- | 83 | 90 |
| Consistency of responses with ED staff from different program offices | 79 | 78 | 81 | 72 | 77 | -- | 84 | -- |
| Collaboration with other ED programs or offices in providing relevant services | 78 | 82 | 88 | 75 | 81 | -- | 83 | -- |
| **Online Resources** | **76** | **77** | **77** | **72** | **74** | **--** | **78** | **81** |
| Ease of finding materials online | 75 | 76 | 74 | 70 | 69 | -- | 71 | 79 |
| Ease of submitting information to ED via the web | 77 | 79 | 78 | 74 | 75 | -- | 79 | 84 |
| Freshness of content | -- | 80 | 79 | 75 | 76 | -- | 79 | 83 |
| Ability to accomplish what you want on the site | -- | 78 | 78 | 74 | 76 | -- | 80 | 83 |
| Ease of reading the site | -- | 77 | 78 | 72 | 73 | -- | 79 | 81 |
| Ease of navigation | -- | 73 | 75 | 70 | 71 | -- | 78 | 77 |
| **Technical Assistance** | **--** | **--** | **--** | **81** | **76** | **--** | **--** | **--** |
| Department Staff - Helped build capacity to implement reform | -- | -- | -- | 79 | 79 | -- | -- | -- |
| Department-Funded TA Providers - Helped build capacity to implement reform | -- | -- | -- | 79 | 67 | -- | -- | -- |
| Increased knowledge/awareness regarding key issues | -- | -- | -- | 83 | 62 | -- | -- | -- |
| Higher quality implementation of this program | -- | -- | -- | 82 | 79 | -- | -- | -- |
| State was able to develop, improve, or support promising practices | -- | -- | -- | 79 | 70 | -- | -- | -- |
| **Technology** | **70** | **73** | **79** | **70** | **75** | **--** | **80** | **79** |
| ED's effectiveness in using technology to deliver its services | 79 | 80 | 83 | 74 | 79 | -- | 82 | 87 |
| ED`s quality of assistance | 69 | 74 | 81 | 72 | 79 | -- | 83 | -- |
| Effectiveness of automated process in improving state/LEA reporting | 67 | 72 | 77 | 69 | 77 | -- | 82 | -- |
| Expected reduction in federal paperwork | 62 | 64 | 69 | 62 | 67 | -- | 69 | 60 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **80** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | -- | -- | -- | -- | -- |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | -- | -- | -- | -- | 79 |
| Ease of accessing and submitting a performance report | -- | -- | -- | -- | -- | -- | -- | -- |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | -- | -- | -- | -- | 83 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | -- | -- | -- | -- | 83 |
| Ability to accomplish what you want on the site | -- | -- | -- | -- | -- | -- | -- | 82 |
| Visual appearance of the G5 pages | -- | -- | -- | -- | -- | -- | -- | 80 |
| Ease of navigation | -- | -- | -- | -- | -- | -- | -- | 76 |
| **OESE's Technical Assistance** | **72** | **78** | **74** | **72** | **73** | **--** | **78** | **--** |
| Effectiveness of OESE in helping you learn to implement grant programs | -- | -- | -- | 72 | 74 | -- | 79 | -- |
| Usefulness of OESE`s technical assistance services as a model | -- | -- | -- | 69 | 72 | -- | 78 | -- |
| **Documents** | **67** | **74** | **77** | **75** | **70** | **--** | **78** | **82** |
| Clarity | 68 | 73 | 77 | 75 | 69 | -- | 76 | 82 |
| Organization of information | 70 | 77 | 80 | 75 | 72 | -- | 79 | 84 |
| Sufficiency of detail to meet your program needs | 68 | 74 | 76 | 77 | 71 | -- | 79 | 81 |
| Relevance to your areas of need | 65 | 76 | 75 | 75 | 71 | -- | 80 | 83 |
| Comprehensiveness in addressing the scope of issues that you face | 64 | 71 | 75 | 76 | 68 | -- | 77 | 82 |
| **Information in Application Package** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **--** |
| Program Purpose | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Priorities | -- | -- | -- | -- | -- | -- | -- | -- |
| Selection Criteria | -- | -- | -- | -- | -- | -- | -- | -- |
| Review Process | -- | -- | -- | -- | -- | -- | -- | -- |
| Budget Information and Forms | -- | -- | -- | -- | -- | -- | -- | -- |
| Deadline for Submission | -- | -- | -- | -- | -- | -- | -- | -- |
| Dollar Limit on Awards | -- | -- | -- | -- | -- | -- | -- | -- |
| Page Limitation Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Formatting Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Contact | -- | -- | -- | -- | -- | -- | -- | -- |
| **ACSI** | **65** | **72** | **75** | **68** | **70** | **--** | **76** | **77** |
| How satisfied are you with ED's products and services | 71 | 74 | 80 | 71 | 74 | -- | 79 | 82 |
| How well ED`s products and services meet expectations | 64 | 70 | 72 | 65 | 68 | -- | 75 | 75 |
| How well ED compares with ideal products and services | 59 | 70 | 72 | 66 | 66 | -- | 73 | 75 |
| **Complaint** | **0** | **0** | **4** | **0** | **2** | **--** | **1** | **2** |
| Issued a formal complaint about assistance received from ED staff member | 0 | 0 | 4 | 0 | 2 | -- | 1 | 2 |
| **Payments for Federal Property (Section 7002)** | | | | | | | | |
| Effectiveness of documents in helping complete application | 73 | -- | 78 | 79 | 76 | -- | 82 | 84 |
| Impact Aid staff`s responsiveness to answering questions | 79 | -- | 85 | 79 | 81 | -- | 86 | 94 |
| Impact Aid staff`s supportiveness in helping complete application | 78 | -- | 85 | 79 | 83 | -- | 89 | 94 |
| Impact Aid staff`s knowledge about technical material | 80 | -- | 79 | 80 | 81 | -- | 90 | 93 |
| Quality of interaction with staff during review process | 75 | -- | 86 | 76 | 83 | -- | 84 | 88 |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Payments for Federally Connected Children (Section 7003)
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | |
| Administered by a State Department of Education | 41% | 27 | 19% | 15 | 0% | 0 | 0% | 0 |
| Not administered by a State Department of Education | 33% | 22 | 49% | 40 | 0% | 0 | 0% | 0 |
| Don´t Know | 26% | 17 | 32% | 26 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **66** | | **81** | | **0** | | **0** | |
| **Reporting system used for accountability data~** | | | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 0% | 0 | 16% | 8 |
| G5 | 0% | 0 | 0% | 0 | 0% | 0 | 90% | 44 |
| Other electronic system | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 0% | 0 | 6% | 3 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **49** | |
| **Unlocking your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 39% | 17 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 18% | 8 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 20% | 9 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 18% | 8 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 5% | 2 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **44** | |
| **Reactivating your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 45% | 20 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 16% | 7 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 5 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 20% | 9 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 5% | 2 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **44** | |
| **Viewing a Grant Award Notification** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 48% | 21 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 9% | 4 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 5% | 2 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 20% | 9 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 5 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 3 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **44** | |
| **Requesting funds from a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 64% | 28 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 3 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 5% | 2 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 5% | 2 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 5 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 9% | 4 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **44** | |
| **Submitting a refund to a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 75% | 33 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 5% | 2 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 18% | 8 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **44** | |
| **Accessing working on or submitting a Performance Report** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 64% | 28 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 5% | 2 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 5 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 18% | 8 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **44** | |
| **Working in G5 as a peer reviewer** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 70% | 31 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 11 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **44** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Payments for Federally Connected Children (Section 7003)
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Creating a G5 account for the first time or adding a role to an existing account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 52% | 23 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 23% | 10 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 5% | 2 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 18% | 8 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **44** | |
| **Submitting a grant application through G5** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 30% | 13 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 11 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 16% | 7 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 6 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 5 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 5% | 2 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **44** | |
| **Updating key personnel** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 55% | 24 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 6 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 16% | 7 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 5 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **44** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | |
| Strongly Agree | 18% | 12 | 21% | 17 | 35% | 27 | 31% | 15 |
| Agree | 65% | 43 | 63% | 51 | 55% | 42 | 59% | 29 |
| Disagree | 5% | 3 | 11% | 9 | 9% | 7 | 6% | 3 |
| Strongly Disagree | 6% | 4 | 2% | 2 | 1% | 1 | 0% | 0 |
| Does Not Apply | 6% | 4 | 2% | 2 | 0% | 0 | 4% | 2 |
| **Number of Respondents** | **66** | | **81** | | **77** | | **49** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | |
| Issued complaint | 11% | 7 | 0% | 0 | 3% | 2 | 4% | 2 |
| Have not issued complaint | 89% | 59 | 100% | 81 | 97% | 75 | 96% | 47 |
| **Number of Respondents** | **66** | | **81** | | **77** | | **49** | |
| **Used written instruction and guidance documents for the Impact Aid application** | | | | | | | | |
| Used | 95% | 63 | 94% | 76 | 92% | 71 | 82% | 40 |
| Did not use | 5% | 3 | 6% | 5 | 8% | 6 | 18% | 9 |
| **Number of Respondents** | **66** | | **81** | | **77** | | **49** | |
| **Contacted the Impact Aid Program for technical assistance** | | | | | | | | |
| Contacted | 36% | 24 | 42% | 34 | 47% | 36 | 33% | 16 |
| Did not contact | 64% | 42 | 58% | 47 | 53% | 41 | 67% | 33 |
| **Number of Respondents** | **66** | | **81** | | **77** | | **49** | |
| **Contacted G5 Helpdesk for technical assistance** | | | | | | | | |
| Contacted | 23% | 15 | 26% | 21 | 34% | 26 | 39% | 19 |
| Did not contact | 77% | 50 | 74% | 60 | 66% | 51 | 61% | 30 |
| **Number of Respondents** | **65** | | **81** | | **77** | | **49** | |
| **Participated in meetings where info on Sec 7003 prog or review process provided** | | | | | | | | |
| Participated | 73% | 48 | 63% | 51 | 68% | 52 | 59% | 29 |
| Did not participate | 27% | 18 | 37% | 30 | 32% | 25 | 41% | 20 |
| **Number of Respondents** | **66** | | **81** | | **77** | | **49** | |
| **Presentation and or materials helped understand responsibilities** | | | | | | | | |
| Helped understand | 90% | 43 | 94% | 48 | 94% | 49 | 93% | 27 |
| Did not help understand | 10% | 5 | 6% | 3 | 6% | 3 | 7% | 2 |
| **Number of Respondents** | **48** | | **51** | | **52** | | **29** | |
| **School district contacted by the Impact Aid Program in the past year** | | | | | | | | |
| Contacted | 52% | 34 | 48% | 39 | 45% | 35 | 37% | 18 |
| Was not contacted | 48% | 32 | 52% | 42 | 55% | 42 | 63% | 31 |
| **Number of Respondents** | **66** | | **81** | | **77** | | **49** | |
| **Letter provided sufficient explanation to prepare documents for review** | | | | | | | | |
| Provided sufficient explanation | 71% | 24 | 77% | 30 | 77% | 27 | 89% | 16 |
| Did not provide sufficient explanation | 29% | 10 | 23% | 9 | 23% | 8 | 11% | 2 |
| **Number of Respondents** | **34** | | **39** | | **35** | | **18** | |
| **Receive timely communications regarding outcome of review** | | | | | | | | |
| Received | 58% | 38 | 54% | 44 | 61% | 47 | 80% | 39 |
| Did not receive | 42% | 28 | 46% | 37 | 39% | 30 | 20% | 10 |
| **Number of Respondents** | **66** | | **81** | | **77** | | **49** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Payments for Federally Connected Children (Section 7003)
Score Table

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|---|
| **Sample Size** | **69** | **60** | **59** | **37** | **66** | **81** | **77** | **49** |
| **ED Staff/Coordination** | **80** | **81** | **85** | **81** | **71** | **79** | **85** | **85** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 83 | 84 | 86 | 84 | 74 | 78 | 85 | 87 |
| Responsiveness to your questions | 78 | 80 | 83 | 79 | 71 | 80 | 84 | 82 |
| Accuracy of responses | 81 | 84 | 87 | 85 | 74 | 81 | 87 | 86 |
| Sufficiency of legal guidance in responses | 79 | 80 | 83 | 78 | 71 | 77 | 81 | 86 |
| Consistency of responses with ED staff from different program offices | 77 | 80 | 82 | 80 | 67 | 75 | 82 | -- |
| Collaboration with other ED programs or offices in providing relevant services | 79 | 81 | 83 | 75 | 67 | 78 | 85 | -- |
| **Online Resources** | **78** | **78** | **77** | **72** | **72** | **77** | **78** | **75** |
| Ease of finding materials online | 76 | 73 | 72 | 68 | 70 | 72 | 73 | 73 |
| Ease of submitting information to ED via the web | 81 | 81 | 80 | 76 | 73 | 82 | 81 | 78 |
| Freshness of content | -- | 81 | 81 | 76 | 73 | 79 | 78 | 73 |
| Ability to accomplish what you want on the site | -- | 78 | 80 | 74 | 73 | 79 | 79 | 75 |
| Ease of reading the site | -- | 77 | 76 | 72 | 72 | 76 | 77 | 75 |
| Ease of navigation | -- | 77 | 75 | 71 | 71 | 74 | 78 | 74 |
| **Technical Assistance** | **--** | **--** | **--** | **69** | **60** | **72** | **--** | **--** |
| Department Staff - Helped build capacity to implement reform | -- | -- | -- | 71 | 58 | 72 | -- | -- |
| Department-Funded TA Providers - Helped build capacity to implement reform | -- | -- | -- | 67 | 61 | 69 | -- | -- |
| Increased knowledge/awareness regarding key issues | -- | -- | -- | 70 | 62 | 74 | -- | -- |
| Higher quality implementation of this program | -- | -- | -- | 68 | 63 | 77 | -- | -- |
| State was able to develop, improve, or support promising practices | -- | -- | -- | 73 | 56 | 73 | -- | -- |
| **Technology** | **73** | **74** | **75** | **69** | **67** | **75** | **78** | **78** |
| ED's effectiveness in using technology to deliver its services | 79 | 85 | 82 | 75 | 74 | 78 | 82 | 83 |
| ED`s quality of assistance | 76 | 73 | 78 | 70 | 72 | 74 | 80 | -- |
| Effectiveness of automated process in improving state/LEA reporting | 74 | 76 | 72 | 71 | 71 | 74 | 79 | -- |
| Expected reduction in federal paperwork | 62 | 61 | 65 | 60 | 56 | 65 | 64 | 67 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **76** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | -- | -- | -- | -- | -- |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | -- | -- | -- | -- | 74 |
| Ease of accessing and submitting a performance report | -- | -- | -- | -- | -- | -- | -- | -- |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | -- | -- | -- | -- | 67 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | -- | -- | -- | -- | 76 |
| Ability to accomplish what you want on the site | -- | -- | -- | -- | -- | -- | -- | 79 |
| Visual appearance of the G5 pages | -- | -- | -- | -- | -- | -- | -- | 80 |
| Ease of navigation | -- | -- | -- | -- | -- | -- | -- | 78 |
| **OESE's Technical Assistance** | **77** | **79** | **76** | **68** | **69** | **72** | **76** | **--** |
| Effectiveness of OESE in helping you learn to implement grant programs | -- | -- | -- | 68 | 70 | 73 | 77 | -- |
| Usefulness of OESE`s technical assistance services as a model | -- | -- | -- | 58 | 63 | 70 | 74 | -- |
| **Documents** | **81** | **77** | **77** | **70** | **67** | **75** | **78** | **79** |
| Clarity | 81 | 76 | 77 | 69 | 65 | 76 | 78 | 78 |
| Organization of information | 82 | 79 | 79 | 70 | 67 | 77 | 80 | 80 |
| Sufficiency of detail to meet your program needs | 81 | 77 | 76 | 70 | 67 | 75 | 78 | 79 |
| Relevance to your areas of need | 83 | 79 | 78 | 72 | 68 | 76 | 80 | 79 |
| Comprehensiveness in addressing the scope of issues that you face | 78 | 74 | 75 | 70 | 66 | 76 | 77 | 77 |
| **Information in Application Package** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **--** |
| Program Purpose | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Priorities | -- | -- | -- | -- | -- | -- | -- | -- |
| Selection Criteria | -- | -- | -- | -- | -- | -- | -- | -- |
| Review Process | -- | -- | -- | -- | -- | -- | -- | -- |
| Budget Information and Forms | -- | -- | -- | -- | -- | -- | -- | -- |
| Deadline for Submission | -- | -- | -- | -- | -- | -- | -- | -- |
| Dollar Limit on Awards | -- | -- | -- | -- | -- | -- | -- | -- |
| Page Limitation Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Formatting Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Contact | -- | -- | -- | -- | -- | -- | -- | -- |
| **ACSI** | **72** | **75** | **72** | **64** | **64** | **71** | **74** | **75** |
| How satisfied are you with ED's products and services | 76 | 77 | 76 | 70 | 69 | 76 | 79 | 80 |
| How well ED`s products and services meet expectations | 71 | 75 | 71 | 61 | 61 | 67 | 72 | 73 |
| How well ED compares with ideal products and services | 68 | 72 | 69 | 60 | 62 | 69 | 71 | 71 |
| **Complaint** | **9** | **0** | **0** | **3** | **11** | **0** | **3** | **4** |
| Issued a formal complaint about assistance received from ED staff member | 9 | 0 | 0 | 3 | 11 | 0 | 3 | 4 |
| **Payments for Federally Connected Children (Section 7003)** | | | | | | | | |
| Effectiveness in providing TA or instructions regarding performance reports | 82 | 80 | 81 | 74 | 72 | 79 | 82 | 79 |
| Staff`s performance in answering questions and helping complete application | 84 | 77 | 85 | 76 | 63 | 78 | 82 | 83 |
| G5 Helpdesk`s performance in resolving problem | 74 | 89 | 91 | 87 | 76 | 78 | 82 | 91 |
| Ease of reaching person who could address concern | 77 | 76 | 75 | 68 | 69 | 72 | 81 | 75 |
| Impact Aid staff`s ability to resolve issue | 77 | 76 | 80 | 72 | 69 | 73 | 82 | 78 |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Project Prevent
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | |
| Administered by a State Department of Education | 32% | 6 | 47% | 8 | 0% | 0 | 0% | 0 |
| Not administered by a State Department of Education | 63% | 12 | 53% | 9 | 0% | 0 | 0% | 0 |
| Don´t Know | 5% | 1 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **19** | | **17** | | **0** | | **0** | |
| **Reporting system used for accountability data~** | | | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| G5 | 0% | 0 | 0% | 0 | 0% | 0 | 82% | 18 |
| Other electronic system | 0% | 0 | 0% | 0 | 0% | 0 | 23% | 5 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **22** | |
| **Unlocking your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 44% | 8 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 2 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 28% | 5 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 2 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 6% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **18** | |
| **Reactivating your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 39% | 7 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 28% | 5 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 2 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 2 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 2 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **18** | |
| **Viewing a Grant Award Notification** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 44% | 8 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 17% | 3 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 2 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 17% | 3 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 2 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **18** | |
| **Requesting funds from a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 56% | 10 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 6% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 2 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 28% | 5 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **18** | |
| **Submitting a refund to a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 78% | 14 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 22% | 4 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **18** | |
| **Accessing working on or submitting a Performance Report** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 22% | 4 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 33% | 6 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 2 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 17% | 3 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 2 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 6% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **18** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Project Prevent
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Working in G5 as a peer reviewer** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 56% | 10 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 6% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 39% | 7 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **18** | |
| **Creating a G5 account for the first time or adding a role to an existing account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 9 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 33% | 6 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 6% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 2 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **18** | |
| **Submitting a grant application through G5** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 9 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 28% | 5 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 6% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 17% | 3 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **18** | |
| **Updating key personnel** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 56% | 10 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 22% | 4 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 6% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 17% | 3 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **18** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | |
| Strongly Agree | 32% | 6 | 65% | 11 | 48% | 10 | 55% | 12 |
| Agree | 58% | 11 | 35% | 6 | 48% | 10 | 36% | 8 |
| Disagree | 5% | 1 | 0% | 0 | 0% | 0 | 9% | 2 |
| Strongly Disagree | 0% | 0 | 0% | 0 | 5% | 1 | 0% | 0 |
| Does Not Apply | 5% | 1 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **19** | | **17** | | **21** | | **22** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | |
| Issued complaint | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 19 | 100% | 17 | 100% | 21 | 100% | 22 |
| **Number of Respondents** | **19** | | **17** | | **21** | | **22** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Project Prevent
Score Table

| | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|
| **Sample Size** | **19** | **17** | **21** | **22** |
| **ED Staff/Coordination** | **90** | **88** | **95** | **97** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 90 | 87 | 95 | 95 |
| Responsiveness to your questions | 91 | 91 | 95 | 98 |
| Accuracy of responses | 90 | 88 | 96 | 98 |
| Sufficiency of legal guidance in responses | 90 | 89 | 94 | 96 |
| Consistency of responses with ED staff from different program offices | 88 | 88 | 96 | 97 |
| Collaboration with other ED programs or offices in providing relevant services | 90 | 90 | 96 | 96 |
| **Online Resources** | **77** | **78** | **86** | **81** |
| Ease of finding materials online | 80 | 78 | 83 | 89 |
| Ease of submitting information to ED via the web | 75 | 75 | 88 | 75 |
| Freshness of content | 81 | 82 | 88 | 87 |
| Ability to accomplish what you want on the site | 81 | 78 | 85 | 78 |
| Ease of reading the site | 82 | 80 | 87 | 85 |
| Ease of navigation | 78 | 76 | 86 | 84 |
| **Technical Assistance** | **83** | **86** | **--** | **--** |
| Department Staff - Helped build capacity to implement reform | 87 | 85 | -- | -- |
| Department-Funded TA Providers - Helped build capacity to implement reform | 74 | 90 | -- | -- |
| Increased knowledge/awareness regarding key issues | 84 | 81 | -- | -- |
| Higher quality implementation of this program | 85 | 86 | -- | -- |
| State was able to develop, improve, or support promising practices | 82 | 86 | -- | -- |
| **Technology** | **79** | **80** | **88** | **83** |
| ED's effectiveness in using technology to deliver its services | 84 | 83 | 91 | 88 |
| ED`s quality of assistance | 88 | 84 | 92 | 89 |
| Effectiveness of automated process in improving state/LEA reporting | 81 | 76 | 88 | 78 |
| Expected reduction in federal paperwork | 72 | 72 | 76 | 73 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **62** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | 57 |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | 67 |
| Ease of accessing and submitting a performance report | -- | -- | -- | 53 |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | 56 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | 68 |
| Ability to accomplish what you want on the site | -- | -- | -- | 60 |
| Visual appearance of the G5 pages | -- | -- | -- | 61 |
| Ease of navigation | -- | -- | -- | 67 |
| **OESE's Technical Assistance** | **75** | **85** | **92** | **78** |
| Effectiveness of OESE in helping you learn to implement grant programs | 76 | 85 | 93 | 80 |
| Usefulness of OESE`s technical assistance services as a model | 73 | 81 | 92 | 72 |
| **Documents** | **78** | **84** | **87** | **85** |
| Clarity | 77 | 85 | 85 | 83 |
| Organization of information | 79 | 85 | 87 | 85 |
| Sufficiency of detail to meet your program needs | 78 | 83 | 87 | 85 |
| Relevance to your areas of need | 80 | 83 | 88 | 85 |
| Comprehensiveness in addressing the scope of issues that you face | 78 | 81 | 87 | 84 |
| **Information in Application Package** | **--** | **--** | **--** | **--** |
| Program Purpose | -- | -- | -- | -- |
| Program Priorities | -- | -- | -- | -- |
| Selection Criteria | -- | -- | -- | -- |
| Review Process | -- | -- | -- | -- |
| Budget Information and Forms | -- | -- | -- | -- |
| Deadline for Submission | -- | -- | -- | -- |
| Dollar Limit on Awards | -- | -- | -- | -- |
| Page Limitation Instructions | -- | -- | -- | -- |
| Formatting Instructions | -- | -- | -- | -- |
| Program Contact | -- | -- | -- | -- |
| **ACSI** | **73** | **83** | **84** | **82** |
| How satisfied are you with ED's products and services | 78 | 86 | 88 | 89 |
| How well ED`s products and services meet expectations | 69 | 82 | 80 | 76 |
| How well ED compares with ideal products and services | 70 | 80 | 81 | 79 |
| **Complaint** | **0** | **0** | **0** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 0 | 0 | 0 | 0 |
| **Project Prevent** | | | | |
| Responsiveness to questions about Project Prevent Grant Program requirements | 92 | 93 | 95 | 96 |
| Timeliness in returning phone calls and responding to emails | 94 | 93 | 95 | 96 |
| Effectiveness in providing technical assistance or guidance | 89 | 95 | 97 | 95 |
| Frequency of communication | 90 | 86 | 96 | 93 |
| Technical assistance - relevance and usefulness | 85 | 88 | 88 | 91 |
| Technical assistance - frequency of communication | 85 | 88 | 91 | 90 |
| Use of technology to delivery training and technical assistance | 82 | 86 | 90 | 91 |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
REAP-REAP-Rural and Low Income School (RLIS) Program
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | |
| Administered by a State Department of Education | 96% | 22 | 36% | 4 | 83% | 5 | 88% | 22 |
| Not administered by a State Department of Education | 4% | 1 | 18% | 2 | 0% | 0 | 8% | 2 |
| Don´t Know | 0% | 0 | 45% | 5 | 17% | 1 | 4% | 1 |
| **Number of Respondents** | 23 | | 11 | | 6 | | 25 | |
| **Reporting system used for accountability data~** | | | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 0% | 0 | 84% | 21 |
| G5 | 0% | 0 | 0% | 0 | 0% | 0 | 16% | 4 |
| Other electronic system | 0% | 0 | 0% | 0 | 0% | 0 | 12% | 3 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 25 | |
| **Unlocking your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 2 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 1 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 4 | |
| **Reactivating your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 2 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 1 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 4 | |
| **Viewing a Grant Award Notification** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 2 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 4 | |
| **Requesting funds from a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 1 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 2 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 4 | |
| **Submitting a refund to a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 2 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 2 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 4 | |
| **Accessing working on or submitting a Performance Report** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 2 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 2 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 4 | |
| **Working in G5 as a peer reviewer** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 1 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 2 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 4 | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
REAP-REAP-Rural and Low Income School (RLIS) Program
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Creating a G5 account for the first time or adding a role to an existing account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 1 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 2 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **4** | |
| **Submitting a grant application through G5** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 2 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **4** | |
| **Updating key personnel** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 2 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 2 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **4** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | |
| Strongly Agree | 13% | 3 | 18% | 2 | 0% | 0 | 24% | 6 |
| Agree | 65% | 15 | 64% | 7 | 83% | 5 | 52% | 13 |
| Disagree | 17% | 4 | 0% | 0 | 0% | 0 | 16% | 4 |
| Strongly Disagree | 4% | 1 | 0% | 0 | 0% | 0 | 8% | 2 |
| Does Not Apply | 0% | 0 | 18% | 2 | 17% | 1 | 0% | 0 |
| **Number of Respondents** | **23** | | **11** | | **6** | | **25** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | |
| Issued complaint | 4% | 1 | 0% | 0 | 0% | 0 | 0% | 0 |
| Have not issued complaint | 96% | 22 | 100% | 11 | 100% | 6 | 100% | 25 |
| **Number of Respondents** | **23** | | **11** | | **6** | | **25** | |
| **Future technical assistance for RLIS Grant~** | | | | | | | | |
| Use of grant funds | 0% | 0 | 45% | 5 | 17% | 1 | 32% | 8 |
| Use of G5 | 0% | 0 | 27% | 3 | 0% | 0 | 16% | 4 |
| Use of Max.gov | 0% | 0 | 0% | 0 | 33% | 2 | 32% | 8 |
| Providing Technical Assistance to Grantees | 0% | 0 | 0% | 0 | 17% | 1 | 40% | 10 |
| REAP Eligibility Data and Estimating Award Amounts | 0% | 0 | 0% | 0 | 17% | 1 | 44% | 11 |
| Consolidated grant application process | 0% | 0 | 45% | 5 | 50% | 3 | 4% | 1 |
| Grant eligibility data review & submission | 0% | 0 | 18% | 2 | 17% | 1 | 28% | 7 |
| Fiscal accounting procedures | 0% | 0 | 55% | 6 | 0% | 0 | 8% | 2 |
| Monitoring RLIS grantees | 0% | 0 | 27% | 3 | 50% | 3 | 64% | 16 |
| Use of grant funds for administrative costs | 0% | 0 | 45% | 5 | 17% | 1 | 12% | 3 |
| Reporting and use of data | 0% | 0 | 18% | 2 | 17% | 1 | 12% | 3 |
| **Number of Respondents** | **0** | | **11** | | **6** | | **25** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
REAP-REAP-Rural and Low Income School (RLIS) Program
Score Table

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|
| **Sample Size** | **19** | **9** | **23** | **11** | **6** | **25** |
| **ED Staff/Coordination** | **87** | **90** | **81** | **87** | **85** | **78** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 89 | 92 | 82 | 86 | 85 | 85 |
| Responsiveness to your questions | 85 | 88 | 76 | 87 | 78 | 70 |
| Accuracy of responses | 89 | 94 | 85 | 88 | 89 | 79 |
| Sufficiency of legal guidance in responses | 87 | 89 | 77 | 84 | 94 | 77 |
| Consistency of responses with ED staff from different program offices | 87 | 91 | 82 | 89 | 78 | 79 |
| Collaboration with other ED programs or offices in providing relevant services | 85 | 82 | 78 | 83 | 83 | 75 |
| **Online Resources** | **67** | **76** | **71** | **79** | **71** | **67** |
| Ease of finding materials online | 60 | 64 | 70 | 78 | 74 | 68 |
| Ease of submitting information to ED via the web | 75 | 83 | 74 | 81 | 71 | 70 |
| Freshness of content | 65 | 81 | 67 | 79 | 67 | 63 |
| Ability to accomplish what you want on the site | 65 | 77 | 73 | 81 | 69 | 68 |
| Ease of reading the site | 70 | 78 | 74 | 79 | 69 | 69 |
| Ease of navigation | 65 | 77 | 71 | 78 | 70 | 67 |
| **Technical Assistance** | **--** | **80** | **61** | **79** | **69** | **69** |
| Department Staff - Helped build capacity to implement reform | -- | 87 | 61 | 81 | 69 | 68 |
| Department-Funded TA Providers - Helped build capacity to implement reform | -- | 64 | 50 | 89 | 61 | 69 |
| Increased knowledge/awareness regarding key issues | -- | 80 | 58 | 78 | 76 | 66 |
| Higher quality implementation of this program | -- | 82 | 66 | 81 | 67 | 72 |
| State was able to develop, improve, or support promising practices | -- | 80 | 54 | 74 | 67 | 67 |
| **Technology** | **78** | **72** | **66** | **70** | **66** | **64** |
| ED's effectiveness in using technology to deliver its services | 82 | 83 | 68 | 78 | 69 | 66 |
| ED`s quality of assistance | 83 | 80 | 68 | 81 | 64 | 64 |
| Effectiveness of automated process in improving state/LEA reporting | 80 | 78 | 68 | 82 | 73 | 69 |
| Expected reduction in federal paperwork | 67 | 44 | 58 | 60 | 67 | 57 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **--** | **--** | **82** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | -- | -- | -- |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | -- | -- | 70 |
| Ease of accessing and submitting a performance report | -- | -- | -- | -- | -- | -- |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | -- | -- | 100 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | -- | -- | 81 |
| Ability to accomplish what you want on the site | -- | -- | -- | -- | -- | 92 |
| Visual appearance of the G5 pages | -- | -- | -- | -- | -- | 81 |
| Ease of navigation | -- | -- | -- | -- | -- | 78 |
| **OESE's Technical Assistance** | **73** | **79** | **62** | **69** | **51** | **67** |
| Effectiveness of OESE in helping you learn to implement grant programs | -- | 83 | 65 | 70 | 53 | 74 |
| Usefulness of OESE`s technical assistance services as a model | -- | 75 | 59 | 63 | 50 | 63 |
| **Documents** | **79** | **73** | **67** | **73** | **65** | **74** |
| Clarity | 80 | 77 | 70 | 72 | 65 | 74 |
| Organization of information | 81 | 74 | 71 | 75 | 69 | 76 |
| Sufficiency of detail to meet your program needs | 77 | 69 | 66 | 72 | 67 | 73 |
| Relevance to your areas of need | 81 | 73 | 66 | 74 | 69 | 78 |
| Comprehensiveness in addressing the scope of issues that you face | 77 | 72 | 60 | 68 | 57 | 70 |
| **Information in Application Package** | **--** | **--** | **--** | **--** | **--** | **--** |
| Program Purpose | -- | -- | -- | -- | -- | -- |
| Program Priorities | -- | -- | -- | -- | -- | -- |
| Selection Criteria | -- | -- | -- | -- | -- | -- |
| Review Process | -- | -- | -- | -- | -- | -- |
| Budget Information and Forms | -- | -- | -- | -- | -- | -- |
| Deadline for Submission | -- | -- | -- | -- | -- | -- |
| Dollar Limit on Awards | -- | -- | -- | -- | -- | -- |
| Page Limitation Instructions | -- | -- | -- | -- | -- | -- |
| Formatting Instructions | -- | -- | -- | -- | -- | -- |
| Program Contact | -- | -- | -- | -- | -- | -- |
| **ACSI** | **71** | **74** | **62** | **64** | **64** | **67** |
| How satisfied are you with ED's products and services | 79 | 79 | 69 | 69 | 69 | 72 |
| How well ED`s products and services meet expectations | 68 | 70 | 57 | 63 | 61 | 64 |
| How well ED compares with ideal products and services | 65 | 70 | 59 | 61 | 63 | 63 |
| **Complaint** | **5** | **0** | **4** | **0** | **0** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 5 | 0 | 4 | 0 | 0 | 0 |
| **Rural Education Achievement Program (REAP)/RLIS** | | | | | | |
| Accessibility and responsiveness of staff | -- | -- | -- | 83 | 74 | 64 |
| Clarity of information provided by program staff | -- | -- | -- | 81 | 78 | 71 |

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | |
| Administered by a State Department of Education | 24% | 7 | 43% | 20 | 0% | 0 | 0% | 0 |
| Not administered by a State Department of Education | 41% | 12 | 26% | 12 | 0% | 0 | 0% | 0 |
| Don´t Know | 34% | 10 | 30% | 14 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **29** | | **46** | | **0** | | **0** | |
| **Reporting system used for accountability data~** | | | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 0% | 0 | 6% | 5 |
| G5 | 0% | 0 | 0% | 0 | 0% | 0 | 86% | 68 |
| Other electronic system | 0% | 0 | 0% | 0 | 0% | 0 | 8% | 6 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 0% | 0 | 5% | 4 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **79** | |
| **Unlocking your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 28% | 19 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 32% | 22 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 6% | 4 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 19% | 13 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 3% | 2 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 12% | 8 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **68** | |
| **Reactivating your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 49% | 33 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 18% | 12 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 3% | 2 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 16% | 11 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 3% | 2 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 12% | 8 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **68** | |
| **Viewing a Grant Award Notification** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 29% | 20 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 16% | 11 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 5 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 28% | 19 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 12% | 8 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 5 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **68** | |
| **Requesting funds from a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 28% | 19 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 10% | 7 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 10% | 7 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 24% | 16 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 16% | 11 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 12% | 8 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **68** | |
| **Submitting a refund to a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 68% | 46 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 1% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 6% | 4 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 1% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 24% | 16 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **68** | |
| **Accessing working on or submitting a Performance Report** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 34 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 9% | 6 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 6% | 4 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 9% | 6 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 1% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 17 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **68** | |
| **Working in G5 as a peer reviewer** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 57% | 39 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 1% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 10% | 7 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 1% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 29% | 20 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **68** | |

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Creating a G5 account for the first time or adding a role to an existing account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 43% | 29 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 24% | 16 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 3% | 2 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 5 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 24% | 16 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **68** | |
| **Submitting a grant application through G5** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 32% | 22 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 24% | 16 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 9% | 6 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 16% | 11 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 5 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 12% | 8 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **68** | |
| **Updating key personnel** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 49% | 33 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 18% | 12 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 1% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 10% | 7 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 3% | 2 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 19% | 13 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **68** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | |
| Strongly Agree | 21% | 6 | 29% | 13 | 18% | 8 | 35% | 28 |
| Agree | 48% | 14 | 58% | 26 | 69% | 31 | 54% | 43 |
| Disagree | 7% | 2 | 2% | 1 | 7% | 3 | 4% | 3 |
| Strongly Disagree | 0% | 0 | 2% | 1 | 2% | 1 | 0% | 0 |
| Does Not Apply | 24% | 7 | 9% | 4 | 4% | 2 | 6% | 5 |
| **Number of Respondents** | **29** | | **45** | | **45** | | **79** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | |
| Issued complaint | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 29 | 100% | 45 | 100% | 45 | 100% | 79 |
| **Number of Respondents** | **29** | | **45** | | **45** | | **79** | |
| **Future technical assistance for SRSA Grant~** | | | | | | | | |
| Use of grant funds | 0% | 0 | 51% | 23 | 51% | 23 | 47% | 37 |
| Use of G5 | 0% | 0 | 38% | 17 | 36% | 16 | 40% | 31 |
| Grant application process | 0% | 0 | 31% | 14 | 71% | 32 | 64% | 50 |
| EDGAR | 0% | 0 | 20% | 9 | 9% | 4 | 5% | 4 |
| REAP Flexibility | 0% | 0 | 60% | 27 | 44% | 20 | 49% | 38 |
| Reporting and use of data | 0% | 0 | 38% | 17 | 27% | 12 | 23% | 18 |
| Eligibility Data and Estimating Award Amounts | 0% | 0 | 0% | 0 | 38% | 17 | 27% | 21 |
| Other | 0% | 0 | 0% | 0 | 0% | 0 | 1% | 1 |
| **Number of Respondents** | **0** | | **45** | | **45** | | **78** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
REAP-REAP-Small, Rural School Achievement (SRSA) Program
Score Table

| | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|
| **Sample Size** | **15** | **8** | **29** | **46** | **45** | **79** |
| **ED Staff/Coordination** | **78** | **85** | **88** | **84** | **83** | **83** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 78 | 93 | 88 | 84 | 83 | 85 |
| Responsiveness to your questions | 80 | 81 | 88 | 84 | 80 | 82 |
| Accuracy of responses | 83 | 81 | 92 | 90 | 85 | 88 |
| Sufficiency of legal guidance in responses | 75 | 89 | 90 | 82 | 81 | 87 |
| Consistency of responses with ED staff from different program offices | 71 | 72 | 88 | 85 | 81 | 84 |
| Collaboration with other ED programs or offices in providing relevant services | 72 | 72 | 82 | 86 | 82 | 85 |
| **Online Resources** | **75** | **79** | **75** | **73** | **64** | **73** |
| Ease of finding materials online | 67 | 78 | 68 | 69 | 60 | 72 |
| Ease of submitting information to ED via the web | 82 | 78 | 77 | 77 | 61 | 72 |
| Freshness of content | 78 | 83 | 75 | 73 | 71 | 78 |
| Ability to accomplish what you want on the site | 77 | 81 | 75 | 73 | 66 | 76 |
| Ease of reading the site | 73 | 81 | 77 | 71 | 64 | 73 |
| Ease of navigation | 75 | 73 | 75 | 70 | 61 | 70 |
| **Technical Assistance** | **--** | **75** | **79** | **77** | **--** | **--** |
| Department Staff - Helped build capacity to implement reform | -- | 76 | 67 | 80 | -- | -- |
| Department-Funded TA Providers - Helped build capacity to implement reform | -- | 63 | 89 | 80 | -- | -- |
| Increased knowledge/awareness regarding key issues | -- | 76 | 74 | 76 | -- | -- |
| Higher quality implementation of this program | -- | 76 | 67 | 75 | -- | -- |
| State was able to develop, improve, or support promising practices | -- | 75 | 86 | 76 | -- | -- |
| **Technology** | **66** | **82** | **72** | **72** | **69** | **70** |
| ED's effectiveness in using technology to deliver its services | 78 | 80 | 83 | 75 | 73 | 79 |
| ED`s quality of assistance | 69 | 84 | 77 | 77 | 77 | -- |
| Effectiveness of automated process in improving state/LEA reporting | 67 | 83 | 79 | 76 | 68 | -- |
| Expected reduction in federal paperwork | 58 | 75 | 61 | 58 | 54 | 59 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **--** | **--** | **73** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | -- | -- | -- |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | -- | -- | 71 |
| Ease of accessing and submitting a performance report | -- | -- | -- | -- | -- | -- |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | -- | -- | 71 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | -- | -- | 70 |
| Ability to accomplish what you want on the site | -- | -- | -- | -- | -- | 74 |
| Visual appearance of the G5 pages | -- | -- | -- | -- | -- | 76 |
| Ease of navigation | -- | -- | -- | -- | -- | 73 |
| **OESE's Technical Assistance** | **75** | **87** | **71** | **68** | **70** | **74** |
| Effectiveness of OESE in helping you learn to implement grant programs | -- | 85 | 72 | 70 | 69 | 75 |
| Usefulness of OESE`s technical assistance services as a model | -- | 83 | 65 | 63 | 74 | 72 |
| **Documents** | **70** | **89** | **74** | **74** | **72** | **77** |
| Clarity | 72 | 89 | 74 | 73 | 70 | 75 |
| Organization of information | 76 | 90 | 75 | 74 | 72 | 77 |
| Sufficiency of detail to meet your program needs | 70 | 89 | 71 | 73 | 71 | 77 |
| Relevance to your areas of need | 66 | 89 | 77 | 75 | 74 | 77 |
| Comprehensiveness in addressing the scope of issues that you face | 66 | 89 | 73 | 73 | 70 | 77 |
| **Information in Application Package** | **--** | **--** | **--** | **--** | **--** | **--** |
| Program Purpose | -- | -- | -- | -- | -- | -- |
| Program Priorities | -- | -- | -- | -- | -- | -- |
| Selection Criteria | -- | -- | -- | -- | -- | -- |
| Review Process | -- | -- | -- | -- | -- | -- |
| Budget Information and Forms | -- | -- | -- | -- | -- | -- |
| Deadline for Submission | -- | -- | -- | -- | -- | -- |
| Dollar Limit on Awards | -- | -- | -- | -- | -- | -- |
| Page Limitation Instructions | -- | -- | -- | -- | -- | -- |
| Formatting Instructions | -- | -- | -- | -- | -- | -- |
| Program Contact | -- | -- | -- | -- | -- | -- |
| **ACSI** | **61** | **83** | **64** | **69** | **72** | **73** |
| How satisfied are you with ED's products and services | 70 | 88 | 66 | 72 | 75 | 77 |
| How well ED`s products and services meet expectations | 58 | 82 | 64 | 68 | 71 | 71 |
| How well ED compares with ideal products and services | 56 | 78 | 63 | 67 | 70 | 72 |
| **Complaint** | **0** | **0** | **0** | **0** | **0** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 0 | 0 | 0 | 0 | 0 | 0 |
| **Rural Education Achievement Program (REAP)/SRSA** | | | | | | |
| Accessibility and responsiveness of staff | -- | -- | -- | 77 | 77 | 81 |
| Clarity of information provided by program staff | -- | -- | -- | 78 | 75 | 82 |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
School Climate Transformation Grants-School Climate Transformation Grants-Local Education Agency
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | |
| Administered by a State Department of Education | 22% | 10 | 30% | 17 | 0% | 0 | 0% | 0 |
| Not administered by a State Department of Education | 76% | 34 | 67% | 38 | 0% | 0 | 0% | 0 |
| Don´t Know | 2% | 1 | 4% | 2 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **45** | | **57** | | **0** | | **0** | |
| **Reporting system used for accountability data~** | | | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 0% | 0 | 3% | 2 |
| G5 | 0% | 0 | 0% | 0 | 0% | 0 | 49% | 29 |
| Other electronic system | 0% | 0 | 0% | 0 | 0% | 0 | 44% | 26 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 0% | 0 | 22% | 13 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **59** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | |
| Strongly Agree | 38% | 17 | 61% | 35 | 71% | 39 | 86% | 51 |
| Agree | 53% | 24 | 39% | 22 | 29% | 16 | 12% | 7 |
| Disagree | 4% | 2 | 0% | 0 | 0% | 0 | 2% | 1 |
| Strongly Disagree | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Does Not Apply | 4% | 2 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **45** | | **57** | | **55** | | **59** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | |
| Issued complaint | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 45 | 100% | 57 | 100% | 55 | 100% | 59 |
| **Number of Respondents** | **45** | | **57** | | **55** | | **59** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
School Climate Transformation Grants-School Climate Transformation Grants-Local Education Agency
Score Table

| | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|
| **Sample Size** | **45** | **57** | **55** | **59** |
| **ED Staff/Coordination** | **94** | **94** | **96** | **96** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 93 | 92 | 95 | 96 |
| Responsiveness to your questions | 95 | 95 | 97 | 96 |
| Accuracy of responses | 95 | 95 | 97 | 96 |
| Sufficiency of legal guidance in responses | 96 | 94 | 93 | 97 |
| Consistency of responses with ED staff from different program offices | 93 | 94 | 95 | 97 |
| Collaboration with other ED programs or offices in providing relevant services | 94 | 93 | 95 | 94 |
| **Online Resources** | **78** | **83** | **86** | **90** |
| Ease of finding materials online | 81 | 87 | 86 | 89 |
| Ease of submitting information to ED via the web | 76 | 80 | 86 | 91 |
| Freshness of content | 81 | 89 | 89 | 91 |
| Ability to accomplish what you want on the site | 79 | 85 | 89 | 89 |
| Ease of reading the site | 80 | 85 | 88 | 88 |
| Ease of navigation | 77 | 83 | 87 | 88 |
| **Technical Assistance** | **84** | **87** | **--** | **--** |
| Department Staff - Helped build capacity to implement reform | 88 | 88 | -- | -- |
| Department-Funded TA Providers - Helped build capacity to implement reform | 84 | 83 | -- | -- |
| Increased knowledge/awareness regarding key issues | 77 | 85 | -- | -- |
| Higher quality implementation of this program | 88 | 92 | -- | -- |
| State was able to develop, improve, or support promising practices | 83 | 89 | -- | -- |
| **Technology** | **79** | **84** | **86** | **89** |
| ED's effectiveness in using technology to deliver its services | 80 | 86 | 90 | 92 |
| ED`s quality of assistance | 81 | 90 | 91 | 92 |
| Effectiveness of automated process in improving state/LEA reporting | 74 | 81 | 81 | 85 |
| Expected reduction in federal paperwork | 72 | 75 | 73 | 78 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **75** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | -- |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | 77 |
| Ease of accessing and submitting a performance report | -- | -- | -- | -- |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | 73 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | 73 |
| Ability to accomplish what you want on the site | -- | -- | -- | 77 |
| Visual appearance of the G5 pages | -- | -- | -- | 74 |
| Ease of navigation | -- | -- | -- | 72 |
| **OESE's Technical Assistance** | **81** | **88** | **90** | **91** |
| Effectiveness of OESE in helping you learn to implement grant programs | 82 | 90 | 91 | 93 |
| Usefulness of OESE`s technical assistance services as a model | 78 | 85 | 88 | 90 |
| **Documents** | **78** | **88** | **88** | **91** |
| Clarity | 77 | 87 | 88 | 91 |
| Organization of information | 79 | 88 | 88 | 91 |
| Sufficiency of detail to meet your program needs | 78 | 87 | 89 | 92 |
| Relevance to your areas of need | 79 | 88 | 89 | 93 |
| Comprehensiveness in addressing the scope of issues that you face | 78 | 87 | 88 | 92 |
| **Information in Application Package** | **--** | **--** | **--** | **--** |
| Program Purpose | -- | -- | -- | -- |
| Program Priorities | -- | -- | -- | -- |
| Selection Criteria | -- | -- | -- | -- |
| Review Process | -- | -- | -- | -- |
| Budget Information and Forms | -- | -- | -- | -- |
| Deadline for Submission | -- | -- | -- | -- |
| Dollar Limit on Awards | -- | -- | -- | -- |
| Page Limitation Instructions | -- | -- | -- | -- |
| Formatting Instructions | -- | -- | -- | -- |
| Program Contact | -- | -- | -- | -- |
| **ACSI** | **75** | **84** | **87** | **90** |
| How satisfied are you with ED's products and services | 80 | 88 | 91 | 95 |
| How well ED`s products and services meet expectations | 73 | 83 | 84 | 87 |
| How well ED compares with ideal products and services | 71 | 81 | 84 | 88 |
| **Complaint** | **0** | **0** | **0** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 0 | 0 | 0 | 0 |

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | |
| Administered by a State Department of Education | 100% | 7 | 100% | 13 | 100% | 10 | 100% | 10 |
| Not administered by a State Department of Education | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Don´t Know | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | 7 | | 13 | | 10 | | 10 | |
| **Reporting system used for accountability data~** | | | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| G5 | 0% | 0 | 0% | 0 | 0% | 0 | 100% | 10 |
| Other electronic system | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 10 | |
| **Unlocking your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 20% | 2 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 20% | 2 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 20% | 2 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 20% | 2 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 20% | 2 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 10 | |
| **Reactivating your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 40% | 4 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 30% | 3 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 10% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 10% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 10% | 1 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 10 | |
| **Viewing a Grant Award Notification** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 5 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 30% | 3 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 10% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 10% | 1 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 10 | |
| **Requesting funds from a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 80% | 8 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 20% | 2 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 10 | |
| **Submitting a refund to a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 80% | 8 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 20% | 2 |
| **Number of Respondents** | 0 | | 0 | | 0 | | 10 | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
School Climate Transformation Grants-School Climate Transformation Grants-State Department of Education
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Accessing working on or submitting a Performance Report** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 30% | 3 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 20% | 2 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 10% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 10% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 20% | 2 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 10% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **10** | |
| **Working in G5 as a peer reviewer** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 70% | 7 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 30% | 3 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **10** | |
| **Creating a G5 account for the first time or adding a role to an existing account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 30% | 3 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 40% | 4 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 10% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 20% | 2 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **10** | |
| **Submitting a grant application through G5** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 5 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 10% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 10% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 10% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 20% | 2 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **10** | |
| **Updating key personnel** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 20% | 2 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 50% | 5 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 10% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 20% | 2 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **10** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | |
| Strongly Agree | 0% | 0 | 38% | 5 | 30% | 3 | 50% | 5 |
| Agree | 86% | 6 | 54% | 7 | 70% | 7 | 40% | 4 |
| Disagree | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Strongly Disagree | 14% | 1 | 0% | 0 | 0% | 0 | 0% | 0 |
| Does Not Apply | 0% | 0 | 8% | 1 | 0% | 0 | 10% | 1 |
| **Number of Respondents** | **7** | | **13** | | **10** | | **10** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | |
| Issued complaint | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 7 | 100% | 13 | 100% | 10 | 100% | 10 |
| **Number of Respondents** | **7** | | **13** | | **10** | | **10** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
School Climate Transformation Grants-School Climate Transformation Grants-State Department of Education
Score Table

| | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|
| **Sample Size** | **7** | **13** | **10** | **10** |
| **ED Staff/Coordination** | **84** | **85** | **92** | **92** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 78 | 89 | 90 | 93 |
| Responsiveness to your questions | 85 | 90 | 92 | 92 |
| Accuracy of responses | 87 | 90 | 94 | 94 |
| Sufficiency of legal guidance in responses | 82 | 83 | 91 | 89 |
| Consistency of responses with ED staff from different program offices | 78 | 81 | 93 | 100 |
| Collaboration with other ED programs or offices in providing relevant services | 78 | 76 | 93 | 92 |
| **Online Resources** | **67** | **74** | **86** | **86** |
| Ease of finding materials online | 63 | 70 | 88 | 89 |
| Ease of submitting information to ED via the web | 63 | 74 | 84 | 80 |
| Freshness of content | 67 | 73 | 88 | 87 |
| Ability to accomplish what you want on the site | 67 | 75 | 88 | 89 |
| Ease of reading the site | 70 | 77 | 87 | 87 |
| Ease of navigation | 70 | 76 | 87 | 81 |
| **Technical Assistance** | **66** | **81** | **89** | **88** |
| Department Staff - Helped build capacity to implement reform | 60 | 73 | 83 | 85 |
| Department-Funded TA Providers - Helped build capacity to implement reform | 60 | 86 | 88 | 88 |
| Increased knowledge/awareness regarding key issues | 63 | 80 | 90 | 86 |
| Higher quality implementation of this program | 76 | 84 | 89 | 86 |
| State was able to develop, improve, or support promising practices | 70 | 84 | 92 | 93 |
| **Technology** | **59** | **62** | **83** | **83** |
| ED`s effectiveness in using technology to deliver its services | 62 | 62 | 90 | 88 |
| ED`s quality of assistance | 75 | 72 | 86 | 87 |
| Effectiveness of automated process in improving state/LEA reporting | 65 | 64 | 82 | 82 |
| Expected reduction in federal paperwork | 54 | 52 | 61 | 68 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **66** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | 72 |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | 63 |
| Ease of accessing and submitting a performance report | -- | -- | -- | 69 |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | 72 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | 62 |
| Ability to accomplish what you want on the site | -- | -- | -- | 66 |
| Visual appearance of the G5 pages | -- | -- | -- | 67 |
| Ease of navigation | -- | -- | -- | 61 |
| **OESE's Technical Assistance** | **57** | **76** | **79** | **79** |
| Effectiveness of OESE in helping you learn to implement grant programs | 60 | 80 | 85 | 82 |
| Usefulness of OESE`s technical assistance services as a model | 52 | 69 | 72 | 76 |
| **Documents** | **75** | **77** | **87** | **83** |
| Clarity | 72 | 76 | 86 | 83 |
| Organization of information | 72 | 76 | 88 | 83 |
| Sufficiency of detail to meet your program needs | 78 | 77 | 88 | 84 |
| Relevance to your areas of need | 76 | 79 | 88 | 85 |
| Comprehensiveness in addressing the scope of issues that you face | 78 | 77 | 84 | 83 |
| **Information in Application Package** | **--** | **--** | **--** | **--** |
| Program Purpose | -- | -- | -- | -- |
| Program Priorities | -- | -- | -- | -- |
| Selection Criteria | -- | -- | -- | -- |
| Review Process | -- | -- | -- | -- |
| Budget Information and Forms | -- | -- | -- | -- |
| Deadline for Submission | -- | -- | -- | -- |
| Dollar Limit on Awards | -- | -- | -- | -- |
| Page Limitation Instructions | -- | -- | -- | -- |
| Formatting Instructions | -- | -- | -- | -- |
| Program Contact | -- | -- | -- | -- |
| **ACSI** | **59** | **74** | **78** | **79** |
| How satisfied are you with ED's products and services | 68 | 81 | 87 | 82 |
| How well ED`s products and services meet expectations | 51 | 69 | 73 | 79 |
| How well ED compares with ideal products and services | 56 | 69 | 73 | 74 |
| **Complaint** | **0** | **0** | **0** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 0 | 0 | 0 | 0 |
| **School Climate Transformation Grants-State Department of Education** | | | | |
| Responsiveness and accuracy in responding to questions | 91 | 93 | 94 | 96 |
| Responsiveness and accuracy in providing guidance | 91 | 91 | 93 | 94 |
| Timeliness in responding to emails and returning phone calls | 91 | 93 | 93 | 96 |
| Frequency of communication | 70 | 81 | 86 | 83 |
| Quality of technical assistance | 76 | 82 | 94 | 88 |
| Technical assistance - relevance and usefulness | 75 | 81 | 94 | 86 |
| Technical assistance - frequency of communication | 71 | 72 | 83 | 81 |
| Use of technology to delivery training and technical assistance | 71 | 82 | 94 | 89 |

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | |
| Administered by a State Department of Education | 27% | 28 | 0% | 0 | 0% | 0 | 21% | 25 |
| Not administered by a State Department of Education | 70% | 71 | 0% | 0 | 0% | 0 | 76% | 91 |
| Don´t Know | 3% | 3 | 0% | 0 | 0% | 0 | 3% | 4 |
| **Number of Respondents** | **102** | | **0** | | **0** | | **120** | |
| **Reporting system used for accountability data~** | | | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 0% | 0 | 3% | 3 |
| G5 | 0% | 0 | 0% | 0 | 0% | 0 | 73% | 88 |
| Other electronic system | 0% | 0 | 0% | 0 | 0% | 0 | 29% | 35 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **120** | |
| **Unlocking your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 36% | 32 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 23% | 20 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 11 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 17% | 15 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 2% | 2 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 9% | 8 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **88** | |
| **Reactivating your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 47% | 41 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 22% | 19 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 5% | 4 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 15% | 13 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 1% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 10 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **88** | |
| **Viewing a Grant Award Notification** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 45% | 40 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 10 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 11% | 10 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 18% | 16 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 5% | 4 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 9% | 8 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **88** | |
| **Requesting funds from a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 51% | 45 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 1% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 3% | 3 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 6 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 13% | 11 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 22 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **88** | |
| **Submitting a refund to a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 60% | 53 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 1% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 39% | 34 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **88** | |
| **Accessing working on or submitting a Performance Report** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 24% | 21 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 17% | 15 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 10% | 9 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 12 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 20% | 18 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 15% | 13 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **88** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Strengthening Institutions Program
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Working in G5 as a peer reviewer** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 52% | 46 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 1% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 3% | 3 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 43% | 38 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **88** | |
| **Creating a G5 account for the first time or adding a role to an existing account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 41% | 36 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 22 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 6% | 5 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 3% | 3 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 25% | 22 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **88** | |
| **Submitting a grant application through G5** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 53% | 47 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 6% | 5 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 1% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 6 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 1% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 32% | 28 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **88** | |
| **Updating key personnel** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 39% | 34 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 30% | 26 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 5% | 4 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 7% | 6 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 1% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 19% | 17 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **88** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | |
| Strongly Agree | 22% | 22 | 0% | 0 | 0% | 0 | 23% | 27 |
| Agree | 66% | 67 | 0% | 0 | 0% | 0 | 57% | 68 |
| Disagree | 7% | 7 | 0% | 0 | 0% | 0 | 15% | 18 |
| Strongly Disagree | 3% | 3 | 0% | 0 | 0% | 0 | 3% | 3 |
| Does Not Apply | 3% | 3 | 0% | 0 | 0% | 0 | 3% | 4 |
| **Number of Respondents** | **102** | | **0** | | **0** | | **120** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | |
| Issued complaint | 0% | 0 | 0% | 0 | 0% | 0 | 1% | 1 |
| Have not issued complaint | 100% | 102 | 0% | 0 | 0% | 0 | 99% | 119 |
| **Number of Respondents** | **102** | | **0** | | **0** | | **120** | |
| **Satisfaction with service** | | | | | | | | |
| Satisfied | 0% | 0 | 0% | 0 | 0% | 0 | 88% | 100 |
| Not Satisfied | 0% | 0 | 0% | 0 | 0% | 0 | 12% | 14 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **114** | |
| **Received consistent information from the program office** | | | | | | | | |
| Received consistent information from the program office | 87% | 89 | 0% | 0 | 0% | 0 | 82% | 94 |
| Did not receive consistent information from the program office | 13% | 13 | 0% | 0 | 0% | 0 | 18% | 20 |
| **Number of Respondents** | **102** | | **0** | | **0** | | **114** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Strengthening Institutions Program
Score Table

| | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|
| **Sample Size** | **102** | **0** | **0** | **120** |
| **ED Staff/Coordination** | **78** | **--** | **--** | **82** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 83 | -- | -- | 86 |
| Responsiveness to your questions | 70 | -- | -- | 79 |
| Accuracy of responses | 83 | -- | -- | 87 |
| Sufficiency of legal guidance in responses | 76 | -- | -- | 84 |
| Consistency of responses with ED staff from different program offices | 82 | -- | -- | 83 |
| Collaboration with other ED programs or offices in providing relevant services | 85 | -- | -- | 87 |
| **Online Resources** | **72** | **--** | **--** | **63** |
| Ease of finding materials online | 67 | -- | -- | 64 |
| Ease of submitting information to ED via the web | 78 | -- | -- | 59 |
| Freshness of content | 72 | -- | -- | 60 |
| Ability to accomplish what you want on the site | 72 | -- | -- | 62 |
| Ease of reading the site | 71 | -- | -- | 65 |
| Ease of navigation | 72 | -- | -- | 66 |
| **Technical Assistance** | **69** | **--** | **--** | **74** |
| Department Staff - Helped build capacity to implement reform | 62 | -- | -- | 71 |
| Department-Funded TA Providers - Helped build capacity to implement reform | 69 | -- | -- | 62 |
| Increased knowledge/awareness regarding key issues | 59 | -- | -- | 65 |
| Higher quality implementation of this program | 77 | -- | -- | 72 |
| State was able to develop, improve, or support promising practices | 83 | -- | -- | 67 |
| **Technology** | **69** | **--** | **--** | **59** |
| ED's effectiveness in using technology to deliver its services | 69 | -- | -- | 56 |
| ED`s quality of assistance | -- | -- | -- | 75 |
| Effectiveness of automated process in improving state/LEA reporting | -- | -- | -- | 61 |
| Expected reduction in federal paperwork | -- | -- | -- | 60 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **63** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | 59 |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | 64 |
| Ease of accessing and submitting a performance report | -- | -- | -- | 61 |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | 63 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | 63 |
| Ability to accomplish what you want on the site | -- | -- | -- | 64 |
| Visual appearance of the G5 pages | -- | -- | -- | 62 |
| Ease of navigation | -- | -- | -- | 63 |
| **Information in Application Package** | **85** | **--** | **--** | **84** |
| Program Purpose | 85 | -- | -- | 86 |
| Program Priorities | 85 | -- | -- | 84 |
| Selection Criteria | 81 | -- | -- | 84 |
| Review Process | 79 | -- | -- | 83 |
| Budget Information and Forms | 82 | -- | -- | 80 |
| Deadline for Submission | 88 | -- | -- | 86 |
| Dollar Limit on Awards | 86 | -- | -- | 87 |
| Page Limitation Instructions | 87 | -- | -- | 85 |
| Formatting Instructions | 85 | -- | -- | 81 |
| Program Contact | 86 | -- | -- | 86 |
| **ACSI** | **67** | **--** | **--** | **64** |
| How satisfied are you with ED's products and services | 73 | -- | -- | 73 |
| How well ED`s products and services meet expectations | 65 | -- | -- | 61 |
| How well ED compares with ideal products and services | 62 | -- | -- | 58 |
| **Complaint** | **0** | **--** | **--** | **1** |
| Issued a formal complaint about assistance received from ED staff member | 0 | -- | -- | 1 |
| **Strengthening Institutions Program** | | | | |
| Responsiveness to questions | -- | -- | -- | 76 |
| Knowledge of relevant legislation, regulations, policies, and procedures | -- | -- | -- | 81 |
| Ability to resolve issues | -- | -- | -- | 80 |
| Use of clear and concise written and verbal communication | -- | -- | -- | 78 |
| Timely resolution of general programmatic and/or financial issues | -- | -- | -- | 74 |
| Post award guidelines | 74 | -- | -- | 69 |
| Performance reports | 72 | -- | -- | 66 |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Striving Readers
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Administered by a State Department of Education** | | | | | | | | |
| Administered by a State Department of Education | 100% | 5 | 100% | 5 | 0% | 0 | 100% | 11 |
| Not administered by a State Department of Education | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Don´t Know | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **5** | | **5** | | **0** | | **11** | |
| **Reporting system used for accountability data~** | | | | | | | | |
| EDEN/EDFacts | 0% | 0 | 0% | 0 | 0% | 0 | 9% | 1 |
| G5 | 0% | 0 | 0% | 0 | 0% | 0 | 64% | 7 |
| Other electronic system | 0% | 0 | 0% | 0 | 0% | 0 | 36% | 4 |
| Do not use electronic system, submit hard copy | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **11** | |
| **Unlocking your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 43% | 3 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 29% | 2 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **7** | |
| **Reactivating your G5 account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 43% | 3 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 29% | 2 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **7** | |
| **Viewing a Grant Award Notification** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 29% | 2 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 29% | 2 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **7** | |
| **Requesting funds from a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 57% | 4 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 43% | 3 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **7** | |
| **Submitting a refund to a grant award** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 57% | 4 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 43% | 3 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **7** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Striving Readers
Demographics

| | 2015 | | 2016 | | 2017 | | 2018 | |
|---|---|---|---|---|---|---|---|---|
| | Percent | Frequency | Percent | Frequency | Percent | Frequency | Percent | Frequency |
| **Accessing working on or submitting a Performance Report** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 57% | 4 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 29% | 2 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **7** | |
| **Working in G5 as a peer reviewer** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 57% | 4 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 29% | 2 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **7** | |
| **Creating a G5 account for the first time or adding a role to an existing account** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 43% | 3 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **7** | |
| **Submitting a grant application through G5** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 57% | 4 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **7** | |
| **Updating key personnel** | | | | | | | | |
| Never | 0% | 0 | 0% | 0 | 0% | 0 | 57% | 4 |
| Once | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Twice | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| Occasionally | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Regularly | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| Not Applicable | 0% | 0 | 0% | 0 | 0% | 0 | 14% | 1 |
| **Number of Respondents** | **0** | | **0** | | **0** | | **7** | |
| **Overall I am satisfied with the quality of EDs products and services** | | | | | | | | |
| Strongly Agree | 0% | 0 | 20% | 1 | 0% | 0 | 64% | 7 |
| Agree | 40% | 2 | 60% | 3 | 0% | 0 | 36% | 4 |
| Disagree | 60% | 3 | 0% | 0 | 0% | 0 | 0% | 0 |
| Strongly Disagree | 0% | 0 | 20% | 1 | 0% | 0 | 0% | 0 |
| Does Not Apply | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| **Number of Respondents** | **5** | | **5** | | **0** | | **11** | |
| **Issued formal complaint about assistance received from ED staff member** | | | | | | | | |
| Issued complaint | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 |
| Have not issued complaint | 100% | 5 | 100% | 5 | 0% | 0 | 100% | 11 |
| **Number of Respondents** | **5** | | **5** | | **0** | | **11** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Striving Readers
Score Table

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|---|
| **Sample Size** | **23** | **15** | **9** | **5** | **5** | **5** | **0** | **11** |
| **ED Staff/Coordination** | **79** | **80** | **83** | **73** | **59** | **75** | **--** | **90** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 76 | 86 | 83 | 78 | 58 | 80 | -- | 89 |
| Responsiveness to your questions | 80 | 78 | 91 | 73 | 71 | 84 | -- | 91 |
| Accuracy of responses | 80 | 83 | 83 | 64 | 50 | 76 | -- | 96 |
| Sufficiency of legal guidance in responses | 84 | 81 | 83 | 81 | 56 | 76 | -- | 85 |
| Consistency of responses with ED staff from different program offices | 82 | 71 | 78 | 75 | 48 | 61 | -- | 89 |
| Collaboration with other ED programs or offices in providing relevant services | 85 | 69 | 78 | 63 | 30 | 59 | -- | 88 |
| **Online Resources** | **74** | **64** | **71** | **59** | **29** | **66** | **--** | **86** |
| Ease of finding materials online | 73 | 59 | 57 | 61 | 31 | 63 | -- | 84 |
| Ease of submitting information to ED via the web | 75 | 75 | 75 | 58 | 17 | 64 | -- | 89 |
| Freshness of content | -- | 67 | 67 | 64 | 33 | 63 | -- | 83 |
| Ability to accomplish what you want on the site | -- | 62 | 65 | 49 | 31 | 63 | -- | 84 |
| Ease of reading the site | -- | 64 | 67 | 69 | 31 | 63 | -- | 88 |
| Ease of navigation | -- | 61 | 75 | 60 | 31 | 64 | -- | 91 |
| **Technical Assistance** | **--** | **--** | **--** | **61** | **53** | **74** | **--** | **77** |
| Department Staff - Helped build capacity to implement reform | -- | -- | -- | 58 | 44 | 69 | -- | 77 |
| Department-Funded TA Providers - Helped build capacity to implement reform | -- | -- | -- | 60 | 51 | 84 | -- | 76 |
| Increased knowledge/awareness regarding key issues | -- | -- | -- | 53 | 51 | 67 | -- | 78 |
| Higher quality implementation of this program | -- | -- | -- | 62 | 60 | 78 | -- | 77 |
| State was able to develop, improve, or support promising practices | -- | -- | -- | 71 | 58 | 71 | -- | 79 |
| **Technology** | **66** | **66** | **71** | **65** | **43** | **70** | **--** | **88** |
| ED's effectiveness in using technology to deliver its services | 70 | 63 | 72 | 53 | 42 | 72 | -- | 91 |
| ED`s quality of assistance | 66 | 60 | 73 | 67 | 42 | 67 | -- | 92 |
| Effectiveness of automated process in improving state/LEA reporting | 63 | 65 | 73 | 58 | 38 | 67 | -- | 78 |
| Expected reduction in federal paperwork | 60 | 80 | 71 | 67 | 44 | 67 | -- | 81 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **82** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | -- | -- | -- | -- | 89 |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | -- | -- | -- | -- | 94 |
| Ease of accessing and submitting a performance report | -- | -- | -- | -- | -- | -- | -- | -- |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | -- | -- | -- | -- | 56 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | -- | -- | -- | -- | 83 |
| Ability to accomplish what you want on the site | -- | -- | -- | -- | -- | -- | -- | 85 |
| Visual appearance of the G5 pages | -- | -- | -- | -- | -- | -- | -- | 78 |
| Ease of navigation | -- | -- | -- | -- | -- | -- | -- | 81 |
| **OESE's Technical Assistance** | **70** | **69** | **74** | **60** | **39** | **74** | **--** | **82** |
| Effectiveness of OESE in helping you learn to implement grant programs | -- | -- | -- | 67 | 44 | 81 | -- | 87 |
| Usefulness of OESE`s technical assistance services as a model | -- | -- | -- | 53 | 22 | 50 | -- | 77 |
| **Documents** | **68** | **76** | **70** | **57** | **42** | **75** | **--** | **88** |
| Clarity | 67 | 79 | 67 | 47 | 38 | 78 | -- | 87 |
| Organization of information | 72 | 77 | 70 | 56 | 40 | 75 | -- | 87 |
| Sufficiency of detail to meet your program needs | 68 | 76 | 70 | 64 | 40 | 75 | -- | 87 |
| Relevance to your areas of need | 71 | 75 | 72 | 62 | 51 | 72 | -- | 90 |
| Comprehensiveness in addressing the scope of issues that you face | 62 | 71 | 69 | 56 | 40 | 75 | -- | 89 |
| **Information in Application Package** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **--** |
| Program Purpose | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Priorities | -- | -- | -- | -- | -- | -- | -- | -- |
| Selection Criteria | -- | -- | -- | -- | -- | -- | -- | -- |
| Review Process | -- | -- | -- | -- | -- | -- | -- | -- |
| Budget Information and Forms | -- | -- | -- | -- | -- | -- | -- | -- |
| Deadline for Submission | -- | -- | -- | -- | -- | -- | -- | -- |
| Dollar Limit on Awards | -- | -- | -- | -- | -- | -- | -- | -- |
| Page Limitation Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Formatting Instructions | -- | -- | -- | -- | -- | -- | -- | -- |
| Program Contact | -- | -- | -- | -- | -- | -- | -- | -- |
| **ACSI** | **63** | **65** | **60** | **45** | **45** | **66** | **--** | **82** |
| How satisfied are you with ED's products and services | 68 | 73 | 67 | 60 | 60 | 71 | -- | 85 |
| How well ED`s products and services meet expectations | 62 | 57 | 57 | 33 | 38 | 64 | -- | 82 |
| How well ED compares with ideal products and services | 58 | 64 | 54 | 40 | 36 | 62 | -- | 79 |
| **Complaint** | **0** | **0** | **0** | **0** | **0** | **0** | **--** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 0 | 0 | 0 | 0 | 0 | 0 | -- | 0 |
| **Striving Readers** | | | | | | | | |
| Responsiveness to questions | -- | -- | -- | -- | -- | -- | -- | 94 |
| Timely resolution of general programmatic and financial issues | -- | -- | -- | -- | -- | -- | -- | 89 |
| Use of clear and concise written and verbal communication | -- | -- | -- | -- | -- | -- | -- | 91 |
| Quality of information or feedback received from SRCL program officer | -- | -- | -- | -- | -- | -- | -- | 92 |
| Frequency of communication | -- | -- | -- | -- | -- | -- | -- | 82 |
| Service provided by the program officer | -- | -- | -- | -- | -- | -- | -- | 92 |
| Face-to-face SRCL Program Director`s National Convening | -- | -- | -- | -- | -- | -- | -- | 96 |
| Information and guidance provided to implement SRCL grant activities | -- | -- | -- | -- | -- | -- | -- | 90 |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Student Support and Academic Enrichment
Demographics

| | 2018 | |
|---|---|---|
| | Percent | Frequency |
| **Administered by a State Department of Education** | | |
| Administered by a State Department of Education | 100% | 31 |
| Not administered by a State Department of Education | 0% | 0 |
| Don´t Know | 0% | 0 |
| **Number of Respondents** | **31** | |

| | | |
|---|---|---|
| **Reporting system used for accountability data~** | | |
| EDEN/EDFacts | 61% | 19 |
| G5 | 35% | 11 |
| Other electronic system | 10% | 3 |
| Do not use electronic system, submit hard copy | 3% | 1 |
| **Number of Respondents** | **31** | |

| | | |
|---|---|---|
| **Overall I am satisfied with the quality of EDs products and services** | | |
| Strongly Agree | 6% | 2 |
| Agree | 68% | 21 |
| Disagree | 10% | 3 |
| Strongly Disagree | 13% | 4 |
| Does Not Apply | 3% | 1 |
| **Number of Respondents** | **31** | |

| | | |
|---|---|---|
| **Issued formal complaint about assistance received from ED staff member** | | |
| Issued complaint | 0% | 0 |
| Have not issued complaint | 100% | 31 |
| **Number of Respondents** | **31** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Student Support and Academic Enrichment
Score Table

| | 2018 |
|---|---|
| **Sample Size** | **31** |
| **ED Staff/Coordination** | **69** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 77 |
| Responsiveness to your questions | 70 |
| Accuracy of responses | 81 |
| Sufficiency of legal guidance in responses | 76 |
| Consistency of responses with ED staff from different program offices | 72 |
| Collaboration with other ED programs or offices in providing relevant services | 74 |
| **Online Resources** | **64** |
| Ease of finding materials online | 61 |
| Ease of submitting information to ED via the web | 63 |
| Freshness of content | 63 |
| Ability to accomplish what you want on the site | 62 |
| Ease of reading the site | 67 |
| Ease of navigation | 64 |
| **Technical Assistance** | **66** |
| Department Staff - Helped build capacity to implement reform | 58 |
| Department-Funded TA Providers - Helped build capacity to implement reform | 70 |
| Increased knowledge/awareness regarding key issues | 70 |
| Higher quality implementation of this program | 70 |
| State was able to develop, improve, or support promising practices | 66 |
| **Technology** | **62** |
| ED's effectiveness in using technology to deliver its services | 67 |
| ED`s quality of assistance | 59 |
| Effectiveness of automated process in improving state/LEA reporting | 52 |
| Expected reduction in federal paperwork | 53 |
| **G5 Performance Report Submission** | **59** |
| Efficiency of submitting accountability data using G5 | -- |
| Ease of finding FAQs and self-help guidance | 64 |
| Ease of accessing and submitting a performance report | -- |
| Ease of a Field Reader accessing Technical Review Form | 69 |
| Effectiveness of G5 instructions to help you locate what you need | 57 |
| Ability to accomplish what you want on the site | 61 |
| Visual appearance of the G5 pages | 57 |
| Ease of navigation | 54 |
| **OESE's Technical Assistance** | **62** |
| Effectiveness of OESE in helping you learn to implement grant programs | 66 |
| Usefulness of OESE`s technical assistance services as a model | 55 |
| **Documents** | **64** |
| Clarity | 66 |
| Organization of information | 69 |
| Sufficiency of detail to meet your program needs | 61 |
| Relevance to your areas of need | 65 |
| Comprehensiveness in addressing the scope of issues that you face | 60 |
| **Information in Application Package** | **--** |
| Program Purpose | -- |
| Program Priorities | -- |
| Selection Criteria | -- |
| Review Process | -- |
| Budget Information and Forms | -- |
| Deadline for Submission | -- |
| Dollar Limit on Awards | -- |
| Page Limitation Instructions | -- |
| Formatting Instructions | -- |
| Program Contact | -- |
| **ACSI** | **56** |
| How satisfied are you with ED's products and services | 61 |
| How well ED`s products and services meet expectations | 52 |
| How well ED compares with ideal products and services | 54 |
| **Complaint** | **0** |
| Issued a formal complaint about assistance received from ED staff member | 0 |
| **Student Support and Academic Enrichment** | |
| Responsiveness in answering questions | 59 |
| Knowledge of technical material | 65 |
| Meeting program compliance requirements | 63 |
| Assisting you as State Coordinators to impact performance results | 57 |
| Developing cross-agency collaborations | 60 |
| State Coordinators meeting | 72 |
| Website | 62 |
| Products | 58 |

| | 2018 | |
|---|---|---|
| | Percent | Frequency |
| **Administered by a State Department of Education** | | |
| Administered by a State Department of Education | 25% | 25 |
| Not administered by a State Department of Education | 74% | 75 |
| Don´t Know | 2% | 2 |
| **Number of Respondents** | 102 | |

| | | |
|---|---|---|
| **Reporting system used for accountability data~** | | |
| EDEN/EDFacts | 2% | 2 |
| G5 | 89% | 91 |
| Other electronic system | 15% | 15 |
| Do not use electronic system, submit hard copy | 0% | 0 |
| **Number of Respondents** | 102 | |

| | | |
|---|---|---|
| **Unlocking your G5 account** | | |
| Never | 33% | 30 |
| Once | 27% | 25 |
| Twice | 13% | 12 |
| Occasionally | 11% | 10 |
| Regularly | 7% | 6 |
| Not Applicable | 9% | 8 |
| **Number of Respondents** | 91 | |

| | | |
|---|---|---|
| **Reactivating your G5 account** | | |
| Never | 43% | 39 |
| Once | 24% | 22 |
| Twice | 8% | 7 |
| Occasionally | 10% | 9 |
| Regularly | 7% | 6 |
| Not Applicable | 9% | 8 |
| **Number of Respondents** | 91 | |

| | | |
|---|---|---|
| **Viewing a Grant Award Notification** | | |
| Never | 35% | 32 |
| Once | 9% | 8 |
| Twice | 13% | 12 |
| Occasionally | 21% | 19 |
| Regularly | 19% | 17 |
| Not Applicable | 3% | 3 |
| **Number of Respondents** | 91 | |

| | | |
|---|---|---|
| **Requesting funds from a grant award** | | |
| Never | 56% | 51 |
| Once | 3% | 3 |
| Twice | 1% | 1 |
| Occasionally | 4% | 4 |
| Regularly | 8% | 7 |
| Not Applicable | 27% | 25 |
| **Number of Respondents** | 91 | |

| | | |
|---|---|---|
| **Submitting a refund to a grant award** | | |
| Never | 66% | 60 |
| Once | 4% | 4 |
| Twice | 0% | 0 |
| Occasionally | 1% | 1 |
| Regularly | 2% | 2 |
| Not Applicable | 26% | 24 |
| **Number of Respondents** | 91 | |

| | | |
|---|---|---|
| **Accessing working on or submitting a Performance Report** | | |
| Never | 24% | 22 |
| Once | 30% | 27 |
| Twice | 10% | 9 |
| Occasionally | 19% | 17 |
| Regularly | 8% | 7 |
| Not Applicable | 10% | 9 |
| **Number of Respondents** | 91 | |

| | 2018 | |
|---|---|---|
| | Percent | Frequency |
| **Working in G5 as a peer reviewer** | | |
| Never | 58% | 53 |
| Once | 4% | 4 |
| Twice | 2% | 2 |
| Occasionally | 5% | 5 |
| Regularly | 1% | 1 |
| Not Applicable | 29% | 26 |
| **Number of Respondents** | **91** | |

| | | |
|---|---|---|
| **Creating a G5 account for the first time or adding a role to an existing account** | | |
| Never | 35% | 32 |
| Once | 32% | 29 |
| Twice | 7% | 6 |
| Occasionally | 7% | 6 |
| Regularly | 0% | 0 |
| Not Applicable | 20% | 18 |
| **Number of Respondents** | **91** | |

| | | |
|---|---|---|
| **Submitting a grant application through G5** | | |
| Never | 49% | 45 |
| Once | 13% | 12 |
| Twice | 7% | 6 |
| Occasionally | 8% | 7 |
| Regularly | 3% | 3 |
| Not Applicable | 20% | 18 |
| **Number of Respondents** | **91** | |

| | | |
|---|---|---|
| **Updating key personnel** | | |
| Never | 42% | 38 |
| Once | 27% | 25 |
| Twice | 5% | 5 |
| Occasionally | 7% | 6 |
| Regularly | 1% | 1 |
| Not Applicable | 18% | 16 |
| **Number of Respondents** | **91** | |

| | | |
|---|---|---|
| **Overall I am satisfied with the quality of EDs products and services** | | |
| Strongly Agree | 21% | 21 |
| Agree | 65% | 66 |
| Disagree | 12% | 12 |
| Strongly Disagree | 2% | 2 |
| Does Not Apply | 1% | 1 |
| **Number of Respondents** | **102** | |

| | | |
|---|---|---|
| **Issued formal complaint about assistance received from ED staff member** | | |
| Issued complaint | 3% | 3 |
| Have not issued complaint | 97% | 99 |
| **Number of Respondents** | **102** | |

| | | |
|---|---|---|
| **Frequency of in-person meetings webinars or other means of technical assistance** | | |
| Quarterly | 37% | 37 |
| Annually | 31% | 31 |
| Bi-annually | 31% | 31 |
| **Number of Respondents** | **99** | |

Department of Education [DOF_ED] - Grantee Satisfaction Study
2018
Program - Upward Bound
Score Table

| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|---|---|---|
| **Sample Size** | **69** | **0** | **0** | **81** | **0** | **114** | **0** | **102** |
| **ED Staff/Coordination** | **80** | **--** | **--** | **77** | **--** | **73** | **--** | **77** |
| Knowledge of relevant legislation, regulations, policies, and procedures | 84 | -- | -- | 81 | -- | 79 | -- | 83 |
| Responsiveness to your questions | 80 | -- | -- | 72 | -- | 67 | -- | 74 |
| Accuracy of responses | 84 | -- | -- | 78 | -- | 75 | -- | 81 |
| Sufficiency of legal guidance in responses | 79 | -- | -- | 76 | -- | 72 | -- | 78 |
| Consistency of responses with ED staff from different program offices | 75 | -- | -- | 76 | -- | 69 | -- | 75 |
| Collaboration with other ED programs or offices in providing relevant services | 78 | -- | -- | 84 | -- | 71 | -- | 77 |
| **Online Resources** | **77** | **--** | **--** | **76** | **--** | **76** | **--** | **71** |
| Ease of finding materials online | 77 | -- | -- | 77 | -- | 76 | -- | 72 |
| Ease of submitting information to ED via the web | 76 | -- | -- | 77 | -- | 79 | -- | 75 |
| Freshness of content | -- | -- | -- | 73 | -- | 75 | -- | 67 |
| Ability to accomplish what you want on the site | -- | -- | -- | 76 | -- | 77 | -- | 72 |
| Ease of reading the site | -- | -- | -- | 77 | -- | 77 | -- | 72 |
| Ease of navigation | -- | -- | -- | 76 | -- | 75 | -- | 70 |
| **Technical Assistance** | **--** | **--** | **--** | **78** | **--** | **69** | **--** | **73** |
| Department Staff - Helped build capacity to implement reform | -- | -- | -- | 73 | -- | 73 | -- | 77 |
| Department-Funded TA Providers - Helped build capacity to implement reform | -- | -- | -- | 74 | -- | 79 | -- | 82 |
| Increased knowledge/awareness regarding key issues | -- | -- | -- | 80 | -- | 74 | -- | 77 |
| Higher quality implementation of this program | -- | -- | -- | 80 | -- | 75 | -- | 77 |
| State was able to develop, improve, or support promising practices | -- | -- | -- | 79 | -- | 68 | -- | 73 |
| **Technology** | **77** | **--** | **--** | **76** | **--** | **73** | **--** | **68** |
| ED`s effectiveness in using technology to deliver its services | 77 | -- | -- | 76 | -- | 73 | -- | 73 |
| ED`s quality of assistance | -- | -- | -- | -- | -- | -- | -- | 72 |
| Effectiveness of automated process in improving state/LEA reporting | -- | -- | -- | -- | -- | -- | -- | 67 |
| Expected reduction in federal paperwork | -- | -- | -- | -- | -- | -- | -- | 62 |
| **G5 Performance Report Submission** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **67** |
| Efficiency of submitting accountability data using G5 | -- | -- | -- | -- | -- | -- | -- | 67 |
| Ease of finding FAQs and self-help guidance | -- | -- | -- | -- | -- | -- | -- | 63 |
| Ease of accessing and submitting a performance report | -- | -- | -- | -- | -- | -- | -- | 71 |
| Ease of a Field Reader accessing Technical Review Form | -- | -- | -- | -- | -- | -- | -- | 70 |
| Effectiveness of G5 instructions to help you locate what you need | -- | -- | -- | -- | -- | -- | -- | 69 |
| Ability to accomplish what you want on the site | -- | -- | -- | -- | -- | -- | -- | 72 |
| Visual appearance of the G5 pages | -- | -- | -- | -- | -- | -- | -- | 63 |
| Ease of navigation | -- | -- | -- | -- | -- | -- | -- | 63 |
| **Documents** | **--** | **--** | **--** | **--** | **--** | **--** | **--** | **--** |
| Clarity | -- | -- | -- | -- | -- | -- | -- | -- |
| Organization of information | -- | -- | -- | -- | -- | -- | -- | -- |
| Sufficiency of detail to meet your program needs | -- | -- | -- | -- | -- | -- | -- | -- |
| Relevance to your areas of need | -- | -- | -- | -- | -- | -- | -- | -- |
| Comprehensiveness in addressing the scope of issues that you face | -- | -- | -- | -- | -- | -- | -- | -- |
| **Information in Application Package** | **86** | **--** | **--** | **87** | **--** | **82** | **--** | **81** |
| Program Purpose | 85 | -- | -- | 88 | -- | 83 | -- | 84 |
| Program Priorities | 86 | -- | -- | 86 | -- | 82 | -- | 82 |
| Selection Criteria | 87 | -- | -- | 87 | -- | 81 | -- | 79 |
| Review Process | 81 | -- | -- | 84 | -- | 79 | -- | 77 |
| Budget Information and Forms | 82 | -- | -- | 86 | -- | 79 | -- | 80 |
| Deadline for Submission | 89 | -- | -- | 89 | -- | 84 | -- | 86 |
| Dollar Limit on Awards | 85 | -- | -- | 86 | -- | 83 | -- | 81 |
| Page Limitation Instructions | 87 | -- | -- | 87 | -- | 83 | -- | 82 |
| Formatting Instructions | 85 | -- | -- | 85 | -- | 81 | -- | 74 |
| Program Contact | 86 | -- | -- | 88 | -- | 83 | -- | 83 |
| **ACSI** | **72** | **--** | **--** | **69** | **--** | **69** | **--** | **68** |
| How satisfied are you with ED's products and services | 78 | -- | -- | 74 | -- | 74 | -- | 75 |
| How well ED`s products and services meet expectations | 70 | -- | -- | 66 | -- | 67 | -- | 65 |
| How well ED compares with ideal products and services | 67 | -- | -- | 66 | -- | 65 | -- | 62 |
| **Complaint** | **0** | **--** | **--** | **1** | **--** | **1** | **--** | **3** |
| Issued a formal complaint about assistance received from ED staff member | 0 | -- | -- | 1 | -- | 1 | -- | 3 |
| **Upward Bound** | | | | | | | | |
| Knowledge of relevant legislation, regulations, policies, and procedures | -- | -- | -- | 76 | -- | 75 | -- | 82 |
| Responsiveness to your inquiries | -- | -- | -- | 71 | -- | 67 | -- | 72 |
| Ability to assist in interactions | -- | -- | -- | 72 | -- | 67 | -- | 79 |
| Knowledge of annual performance report | -- | -- | -- | 79 | -- | 75 | -- | 82 |
| Ability to assist with questions | -- | -- | -- | 81 | -- | 76 | -- | 82 |
| Processing administrative action requests | -- | -- | -- | 77 | -- | 68 | -- | 77 |
| Compliance Issues | -- | -- | -- | -- | -- | -- | -- | 79 |
| Fiscal Issues | -- | -- | -- | -- | -- | -- | -- | 79 |
| Grant Management Issues | -- | -- | -- | -- | -- | -- | -- | 80 |
| Evaluation Issues | -- | -- | -- | -- | -- | -- | -- | 79 |
| No-Cost Extension Issues | -- | -- | -- | -- | -- | -- | -- | 80 |
| Annual Performance Report | -- | -- | -- | -- | -- | -- | -- | 81 |
| Project Director`s Meeting at COE | -- | -- | -- | -- | -- | -- | -- | 78 |
| Assistance with technical Issues | -- | -- | -- | -- | -- | -- | -- | 84 |
| Assistance with the website | -- | -- | -- | -- | -- | -- | -- | 83 |
| Technical Assistance | -- | -- | -- | -- | -- | -- | -- | 82 |
| Timeliness of responses | -- | -- | -- | -- | -- | -- | -- | 73 |
| Clarity of information | -- | -- | -- | -- | -- | -- | -- | 78 |
| Usefulness to the program | -- | -- | -- | -- | -- | -- | -- | 80 |
| Organization of information | -- | -- | -- | -- | -- | -- | -- | 74 |
| User friendliness | -- | -- | -- | -- | -- | -- | -- | 71 |

# Appendix C:
# Verbatim Responses by Program

# U.S. Department of Education
# Grantee Satisfaction Survey 2018
# Verbatim Comments

*The comments reported in this section have been edited so that identifying information and names of individuals given in comments have been omitted.*

## IDEA-State Directors of Special Education (Part B)

### CORE QUESTIONS

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

there are very little well developed professional development modules that help with higher learning

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

GRADS 360

Grads360

Grads 360

OSEP Grads360

Grads360

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

Our current Special Education Director (She is new to the position) does not have access to this site and is in the process of connecting with the G5 admin to allow access.

Very helpful in getting reconnected to the system.

I had to call 2 times to get my account unlocked

Very responsive and helpful in setting up initial access for new State Director of Special Education.

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

NA

nothing at this time

It's not exactly related to the help desk, but I would like an easier way to download a copy of the submitted report.

N/A

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

NA

N/A

**Q38. How can the Performance report (data accountability) submission in G5 be improved?**

NA

N/A

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

We particularly appreciate our state contact's responsiveness and positive attitude. She helps us get our work done in a timely manner and does her best to provide us excellent guidance. Others should be like her!

I don't have any suggestions for improvement

Continue to learn more about the individual needs and circumstances of each state to help ensure that the support provided is appropriate to the needs of the state.

use of EDEN, EDFACTS and GRADS 360 has eased the state burden in submission of the annual state performance plan data and report. thank you

We are content with the services that we are receiving now.

Directors monthly meetings--it would be helpful to get the material prior to the call. More accurate time allottment--they are scheduled for an hour but often times last 20 minutes. Also, they always seem to have technology glitches

We need more technical assistance and we need it with greater specificity.

Continue State Lead process for continued communication and collaboration.

releasing guidance documents in a shorter time period.

The application concepts are good but the implementation tends to fall short. Staff supporting OSEP are great.

The survey is very confusing. I don't know where the federally funded TA centers fit into the questions are they part of the services or not? Where are the monthly TA calls fit into this? There should be a separate question for this.

State contacts should be consistent in contacting its state, especially before, during, and after events such as APR clarification, DMS, and Determination. It is happening, but sometimes not by State contact's initiation.

more timely responses the OSERS federal website is very difficult to find and locate information and there are so many different sites and resources to use, it would be nice if everything could be searched and accessed from one website, including for the TA Centers

Answer questions through email, don't always schedule a call. Answer questions when you know the answer rather than defer to another team who knows the same thing you do.

N/A

Collaboration with understanding of government agency to government agency relation and the nuances and differences of that from government agency to State relations.

## CUSTOM QUESTIONS

**Q4. What improvements can you suggest regarding support from MSIP state contacts?**

Our state contact does an excellent job! No improvements needed.

I don't have any suggestions for improvement

We are very pleased with the MSIP team members responsiveness to our state. no suggestions at this time.

Our state contact is available when contacted and is always open to conference calls, etc and on a need basis.

I'm very happy with my state contact--he is very supportive, timely and patient with all my questions

see previous comment

none, very satisfied with support provided

State contacts tend to do an exceptional job of supporting the state.

The first question was difficult. Is there a standard amount of time that the OSEP contact should be contacting us. We are a state in good standing and meets requirements we do not need monthly contact.

My state contact is excellent!

Consistency and timeliness of contacts and assistance.

N/A

**Q5. Think about the types of technical assistance and support provided by OSEP such as Dear Colleague letters, Question and Answer documents, MSIP monthly TA calls, OSEP-Director's newsletter, topical webinars, etc. Which types of assistance were most effective in helping you meet federal requirements and/or improve program quality?**

TA calls, topical webinars, newsletter

Dear Colleague letters, Q & A documents

Monthly TA calls and Dear Colleague letters

Dear Colleague Letters, Q and A documents and the monthly TA calls.

Q and A documents

fiscal  differentiated monitoring and technical assistance

We received TAs from almost all the OSEP funded TA centers.  But throughout the year, NCSI has been our go to in recent years.

1. Dear Colleague letters  2. Q & A documents  3. Newsletters  4. topical webinars--these could be more valuable if we received handouts prior and if presenters were giving current information

written, specific communication

All of the above, but particularly Dear Colleague Letters

OSEP Dear Colleague Letters

Q and A docs, MSIP monthly TA calls

All of these supports are very helpful.  The biggest help would be in the organization of the print (Dear colleaugue, Q&A,, etc.) materials to facilitate referencing back to them when we need to respond to questions or solve problems.  Quick access is pretty difficult.

With this survey in general, it would have been beneficial to see a table of content so that we could prepare our answers.  The IDEA center is the fabulous!!!!

DCL and QA

Notes shared by others by their State contacts from topical webinars and monthly calls have been useful in the past couple years. DC letters and Q&A are also very helpful. OSEP TA centers such as NCSI and DaSy/IDC are all very helpful also in breaking down a lot of information for our use.

Q&A docs, TA Centers

All types of assistance have been helpful.

Conference calls set up by my state lead.

Dear Colleague letters.  Topical webinars.  Question and Answer documents.

Letters, Q&A, MSIP monthly calls

All of these technical assistance opportunities are very helpful.

OSEP funded Technical Assistance Centers

**Q6.  Which types of assistance were least helpful?**

OSEP newsletter

none

Topical webinars

The newsletters

NA

Topical webinars

phone calls

none

They were all helpful

All are helpful in some ways.

It is difficult to see the difference between each of the TA centers.

Na

Webinars are helpful but because of time zone difference and the fact that using land line telephone in my region is not free, it is least helpful.

OSEP monthly calls, too generic

Monthly TA calls with [redacted]

monthly TA Calls

webinars

When the OSEP consultant reads the federal statute to us, it's insulting. We can read. The reason we call is that there is still a question in our minds - and it is hard to get answers from some individuals. they manage to avoid giving a straight answer by reading the statute to us.

**Q17. Describe the impact it might have on the State if OSEP were to fully automate the IDEA formula grant submission and approval process.**

If no bugs, then it would have positive impact. However, OSEP submission websites have had a lot of bugs and aren't very user-friendly. Given the high-stakes nature of these submissions, the bugs create substantial anxiety for those submitting the information.
Fully automating this process would be likely to improve the efficiency of the formula grant submission and approval, saving staff time and resources. Adequate technical assistance would need to be provided, however.

It would save time and energy that it takes for submission.

If well designed, it could reduce the amount of time that it takes to complete the application (which is not a great deal of time). If not well designed, it could make the process more difficult.

reduction in time to submit reports and move that investment of time into program improvement

It may take a while to get used to an automated system and we may go through glitches along the way, but nothing replaces human contact.

It depends--we need lots of training and support

Lovely. Simpler, easier.

process would be facilitated

Save time

It would be a time saver!

Not sure what you have in mind. The actual movement of the grants information is not terribly difficult. Most of the work is reviewing all of the responses, posting for 60-days, re-reviewing, waiting for actual budget numbers (no OSEP's fault), etc. Since the process is not fluid there are potential for errors or to forget to do something.

I would need to the strategic plan for what this would look like prior to describing the impact. It would be great if we had an understanding of what this might be.

Timely planning, delivery, and monitoring of services to children with disabilities in my state. In addition, preparation of reports for submission to OSEP will be easier and distance will no longer be an issue for mailing in a report. Lastly, documentation of all documents submitted or received will be handled by the automated system.

save time

We do not find the current system burdensome, but welcome the opportunity to submit electronically as long as it sticks to the current format.

It would improve our efficiencies in the delivery of grant submissions. (Time and resources saved that could be utilized in other areas).

describe fully automate?

There is a considerable amount of time and effort that could be gained if the formula grant submission and approval process was automated.

It would potentially save hours of work at the State level.

This would be great.

Unsure at this time.

# IDEA-Part C Infants and Toddlers with Disabilities Program

## CORE QUESTIONS

**Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for the [PROGRAM OFFICE].**

ECTA has identified a single point of contact for NJ Part C that assists with identifying resources and supports across the OSEP projects.

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

GRADS360

Grads360

EMaps

GRADS360

GRADS

Grads 360

GRADS

GRADS360

GRADS360

EMAPS and GRADS

Grads 360

GRADS360

EMAPS

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

Always respond to phone calls and helpful to make sure solution works.

I needed to unlock my password. I had trouble because I was using an invalid special character and they stuck with me until I did it right!

N/A

We had an old DUNS number from a previous Part C lead agency still associated with our grant even though we previously sent in a letter requesting to update the G5 account with the new DUNS number. The analyst ([redacted]) kindly sent me an email with what was required (another letter).

NA

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

Make the system easier to get into. It is now so secure that it prohibits access. This is why I have to contact the help desk annually.

Be more clear on which special characters are and are not allowed.

n/a

Not much - it was a little hard to understand her and I'm a speech therapist. Slow clear articulation would be good.

helpful

NA

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

Easier to get into the system

it would be easier if the order of the elements matched the order of the worksheets - sorry, I realize this is confusing to convey but I remember having to make sure that data was entered in reverse order from my printed worksheet

No Comment

**Q38. How can the Performance report (data accountability) submission in G5 be improved?**

Don't know, don't use this feature.

Our fiscal department is the entity that used G5 - the program area uses Grads360.

see previous comment

NA

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

In Grads360, develop a 'submit' button for states to use when the State Systemic Improvement Plan is uploaded and ready for submission to OSEP.

Require internal agreement before issuing decisions, then adhere to the decision once given regardless in subsequent change in staff.

Not sure. Overall we get great service but sometimes it isn't specific enough to answer the question but then again, that may be the limits afforded the program due to legalities. Don't think everything can be solved easily...

Our project officer is very responsive to our needs and we appreciate her involvement with our state Part C program. I can't think of anything that would improve services to us.

Detailed information that spells out what is due when and where it is reported (what system) would be helpful. There are so many different systems in which data is reported, it is difficult to come in and know where to go for what information. A Part C Coordinator's manual would be helpful.

Much of the guidance is not relevant or applicable to Ed Lead, birth mandate structures such as ours.

I have had good support through OSEP TA Centers. However, we feel that the centers are often not provided adequate information from OSEP to share with the states. Services need to be customized to the state specific needs. The SSIP is an opportunity for this however it would be need to change from its current form to allow states to focus on state directed needs rather than letting states choose from a few indicators.

Schedule ongoing monthly check in calls with Project Officer

We have a good working relationship with our grant contact, having a set time each month to touch base and talk through any questions is very helpful, especially when we can plan ahead and are prepared for the discussions. We look forward to seeing our grant contact person at the national conference in August, it is another opportunity to touch base and talk to one another.

my frustration is mostly with entering and submitting the APP/SPR and the SSIP into GRADS 360. Other services are very helpful. My regional rep is great and exceedingly responsive

Ed Facts is not user friendly. Grads 360 is easy to use and understand. Could use Grads 360 as a model of good technology for the user.

Sometimes the communications seem overly complex. Simplify more.

I feel that OSEP does a nice job of holding states accountable for compliance and results indicators. However, three issues have been problematic in the past few years: 1. Lack of clear guidance on the collection tool for child outcomes data has resulted in what I feel to be inaccurate reporting data. 2. The sheer size and content of each phase of the State Systemic Improvement Plan is excessively burdensome and often repetitive and is a significant burden - particularly to under-resourced state Part C programs such as ours. 3. The significant delay in receiving feedback on SPP/APR and SSIP allows a large amount of time to elapse which means that those issues that must be addressed have gone unaddressed for several months by the time feedback is received. Timely feedback would allow corrective measures to be taken by the state and enable accurate and fair assessment at next reporting/SSIP phase submission.

Fix GRADS quirks and use the correct denominator when making determinations based on results.

No comments at this time.

Every interaction I have with the Office is helpful. I valued their support as Montana struggle with a fiscal crisis this past year. The team members have continued to be supportive and provide connections to resources, etc. At this time, I cannot think of an improvement.

The only thing I can think of would be to provide a higher level of detail in its products.

No Comment

## CUSTOM QUESTIONS

**Q4. What improvements can you suggest regarding support from MSIP state contacts?**

None.

Cant think of any--work very well with state contact.

Think maybe sharing Lead calls with the states reporting to the Lead could be interesting. Always like to hear from other states!

None

I really miss our previous state contact. The current one is not anywhere near as responsive or knowledgeable.

The SSIP process could be improved. There is not enough guidance from OSEP detailing what they are wanting. We feel like we are submitting a dissertation without an advisory team that guides us as we write it. I do get frustrated that when I call with questions. I do not get a direct response, I get put off until other individuals answer my question.

Currently very happy with the interactions, responsiveness to requests, and information sharing by the MSIP contact.

none, my state contact is excellent, [redacted]

None at this time

A few more days' notice of upcoming webinars.

None

A more thorough understanding of Part C - or less turnover would help.

No comments a this time.

There needs to be consistency regarding the info received. If 2 states ask the same clarifying question, they should get the same answer, but this is not happening in my experience.

None.

I do not have a suggestion for improvements. The assigned state contact calls regularly and follows up with answers to our questions.

No comment

**Q5. Think about the types of technical assistance and support provided by OSEP such as Dear Colleague letters, Question and Answer documents, MSIP monthly TA calls, OSEP-Director's newsletter, topical webinars, etc. Which types of assistance were most effective in helping you meet federal requirements and/or improve program quality?**

MSIP monthly TA calls, having state contact to reach out to when needed, email contacts.

All of them are needed and effective

Have attend most monthly TA calls, most webinars and read the Q&As. Hard to pick one but maybe the monthly TA calls as it is normally relevant to the current tasks.

Topical webinars, Q & A documents, suggested SSIP report outline, GRADS technical assistance (and discussion boards).

Monthly TA calls are helpful for our state.

Q and A documents, dear colleague letters

[redacted] calls are the best for information. They are VERY scripted but give us basic information. Our monthly TA calls would be good if they were more than just check in call. I think we have strayed from OSEP content knowledge on Part C. There are few staff that we are aware of that have more than a few years of Part C experience. Most staff seem to be Part B staff that happen to also work with Part C programs. Topical Webinars have been good.

One to one discussions with MSIP contact and ability to share examples and ask questions.

Letters and Webinars/TA calls

They are helpful but often too long. It would be helpful if it was presented in a more practical way. I understand that many relate to legal issues and must be created with that in mind but it's often hard to read to decide how it impacts my program

Q&A docs.

Dear Colleague letters, Q & A documents, monthly TA calls, topical webinars

Topical webinars

Support regarding System of Payments, explanation of Part C Program approval, feedback on SSIP.

Dear Colleague letters Question and Answer documents

Monthly TA calls

It was helpful when state lead included other people on calls who may have more experience to answer questions.

The primary forms that work best for me are monthly OSEP call with [redacted], State Lead call, OSEP webinars, monthly call with specific State TA representatives, and letters.

speaking/meeting with my State contact

TA calls, OSEP-Director's newsletter, topical webinars, and technical assistance centers.

Topical Webinars  OSEP Monthly TA Calls  Dear Colleague letters

Q&A

TA by federally supported centers are the most effective assistance, followed by feedback from OSEP contact, SSIP lead from OSEP and monthly TA calls.  It would be very helpful if the monthly TA calls were provided at a pace that is a bit slower so that it is easier to capture the information in notes (OR if the information is sent out with notes included, before or immediately after).

The MSIP monthly TA calls at very helpful in meeting the federal requirements.  The OSEP-Director's newsletter are helpful to keep abreast of new information.

1. MSIP monthly TA Calls  2. Topical webinars

All of the above

**Q6.  Which types of assistance were least helpful?**

One of the online symposia used a platform we could not access with our state system

Sometimes joint statements are not befitting of the organization within a state but then the advocates insist on implementation because it is a Joint statement so it must be done! Maybe indicating these are practices intended for the conditions of each state...

TA calls that were general in nature - repeating the information already known.

none noted

MSIP Monthly TA calls

SSIP guidance.  Dear Colleagues.  Monthly contact calls.

N/A

Newsletters seem to provide more updates than guidance/answers

na

Dear Colleague letters

Newsletter

RDA Determinations - eligibility, criteria, and conditions make comparisons across all states meaningless.

FAQ

I don't not have any to mention here.

Webinars

Dear Colleague letters.

I can't think of any -

Not sure.

None

**Q17. Describe the impact it might have on the State if OSEP were to fully automate the IDEA formula grant submission and approval process.**

Positive

Benefits--opportunity for application to calculate budget minimizing errors, decrease submission time, for example when revisions have to be made--time delay in making change and resubmitting Possible disadvantage--process for public comment--how would public have access, how the format would look, for example, printing format.

Our state has a very complicated process for approval of grant applications. Electronic submission would be greatly appreciated!

Is should enhance the submission process if it is like what GRADS did for the SPP/APR.

I'm sure it would be a more efficient way of doing business. It would be important for states to have the option to have it reviewed within our agencies prior to its submission online.

The automation would be nice but the biggest issue is the quality of the templates for public participation and posting. They are not accessible to the standards used by out state and it is very time consuming to fix them.

That would be fine if we could work on it as a draft before submission.

It would save the state time and efficiency

it would be great but I'm concerned there would be ongoing problems like with GRADS 360

if instructions were clear and accessible, it would be very effective and efficient.

Don't know.

It would be wonderful and cut down on the time expended to submit things.

Ease of use/submission, possibly more immediate feedback

This would make the grant application so much easier. It is challenging to get paper documents and wet signatures through clearance processes in a timely manner.

It would be great as long as it was thoroughly tested first. We can go through what happened rolling out the SPP/APR on GRADs.

I think this would make things more efficient and timely.

It would be helpful to use an automated process.

I think it would make things a lot easier, especially in terms of when adjustments/corrections need to be made.

This would be helpful and less time consuming.

This would be a great help in the reduction of paperwork and staff time during a busy reporting season. The SSIP is due April 1st of each year, it is a very demanding time of year with the grant application completion and timely public reporting of the grant to ensure comment period and review with ICC. Ability to submit the grant online would ease some of that very real busy time. The automated process would be much more appealing to ease the burden of timeliness. There would also be a cost-savings to programs, due to timelines applications are sent FedEx overnight to ensure timely submission.

That would be a huge timesaver.

as long as it works it could make the process easier and faster. If the process maintains same requirements for signatures, probably not much.

Positive Impact

# Carl D. Perkins CTE Program

## CORE QUESTIONS

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

Perkins Web Portal

CTE Portal

CAR

Perkins Web Portal

Perkins portal

NCCTE Admin

Post Secondary has own system

Perkins Portal

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

I received quick response when i had trouble logging in.

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

N/A

With the reauthorization of Perkins, the communication will be critical as well as the resources and support. Advance CTE cannot always answer a question because it is not their role. I see the need for the State Officers to be more involved in the trainings and support to help provide guidance as we move through this reauthorization. There are a lot of new directors and it will take the additional support from the office for us to be successful. Also, I hear about the RAS but I have never met or talked to mine. I do not understand all of the different roles. The only one I have really worked with is [redacted]. I do not know if there are other resources and support I could be receiving.

Nothing I can think of.

None that I am aware of.

What I wish for is... a more regular web interface such as through a webex - even quarterly - whereby [redacted] or [redacted] or [redacted] or [redacted] or [redacted] present a specific topic (exs. could be

Accountability measures, Maintenance of Effort, Methods of Administration, Administrative Match, appropriate use of admin funds, many, many other topics) and then host a Q & A portion. There is NOTHING comparable to having the Program Officers on the phone, live; chancers are, many other people have the exact same question. Please consider more web-ex opportunities. Not all of us can make it to Advance CTE or NACTEI or, otherwise... but we can participate in webinars like the NSWG does. Thanks.

I am pretty new to my position, the assistance I have obtained thus far has been great!

Send information about upcoming events earlier, perhaps disseminating a calendar of annual events will be helpful for state staff to plan ahead. The process to download grants might be made easier. Information to apply for grants and the webinars that are held could be more transparent regarding expectations for applications. The last one we listened to, the host simply read the requirements for the grant and answered questions by referring back to the language in the grant. Otherwise, the services are good and quite helpful. Thank you.

Nothing specific comes to mind. Staff are always willing to assist us when and provide necessary technical assistance.

I have been very satisfied with OCTAE.

it would be beneficial to be able to receive written answers in a timely manner

Keep up the good work. And thanks!

A calendar that lays out the year submission requirements and PD would be nice.

Recipients rely on organizations and associations for Perkins training which may or may not contain some biases. I congratulate OCTAE's efforts with the Data Quality Institute. Why not offer other professional development activities that are longer in nature (day or two) instead of just one hour sessions at conferences?

Provide comprehensive/detail guidance pertaining to state requirements for submitting a Perkins V transition and/or 6-year plan.

When a state received a letter indicating that it is required to submit an improvement plan and that letter indicates OCTAE will be providing technical assistance as part of the plan, OCTAE should follow through. Send a separate letter indicating who will provide the technical assistance, or when/how the technical assistance will be provided.

## CUSTOM QUESTIONS

**Q10. What can OCTAE do over the next year to meet your state's technical assistance and program improvement needs?**

Keep doing what you are doing.

I forget about the PCRN because of the Advance CTE's website. I am not sure when to go to that website and when to go to PCRN. A lot of TA will be needed with Perkins Reauthorization.

Nothing I can think of.

Nothing that I am aware of .

Please refer to earlier comment about more regular LIVE webex interfaces with OCTAE staff on different topics. NSWG is accountability-focused and that's great but we don't have the same vehicle for fiscal topics, programmatic, policy or audit. It would be fantastic if OCTAE staff provided many more opportunities to talk to us about Perkins fiscal management to subrecipients and preparing for an audit.

Nothing that I can think of at this time.

Please keep us informed about reauthorization of the Perkins Act and State Plan requirements. Things seem to be moving quickly - what can we do to get ahead of the curve?

With Perkins V now becoming law, we will need access to resources and very clear, precise communications as we begin development of our state plans.

???

When a Perkins letter is issued that required an improvement plan, and part of the letter indicates technical assistance will be provided, please provide the assistance on an individualized basis to the states that need it.

Continue to provide support and technical assistance as legislation, policies, procedures, and guidance change in a timely and effective manner

Being a partner in WIOA has complicated timelines and submissions. Is there potentially a separate training for state who are current WIOA partners?

More professional development webinars for directors and their staff.

Provide focused webinars on detail aspects of Perkins V and its relationship to ESEA and WIOA.

# Adult Education (AEFLA) Program

## CORE QUESTIONS

**Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for the [PROGRAM OFFICE].**

Joint webinars with dol and rsa

The OCTAE office overseeing federal Perkins grants to states uses an online monitoring program that allows states that are being monitored to upload documents. It would be great if this was used across all office in OCTAE.

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

Webinars are very a mature and provide little more than what is on the slide. We can read slides without the narrative.

additional interactive webinars - powerpoint slides for shop talk is a little out dated

Instead of annual f2f meetings (State Directors meeting, NTI, NRS) our federal office could take example from the states and provide more web meetings, targeted technical assistance and info sessions via webinars. Makes no sense for us to always get to in-person meetings. One national meeting a year would suffice with the rest being electronic. That would allow more state staff to participate and less financial burden to states. Also, the Shop Talk calls can easily have an computer audio mode instead of only call in. Makes it easier to take notes with computer audio.
Utilize a webinar technology option that allows the host to mute all participant phone lines. Hold music, shuffling, other conversations, etc. are very distracting during webinars. Make webinars and other online resources (such as ASDM binders) available all in one digital place if possible. We've had significant transition in our office so staff may not have the emails/links to prior years' content, thought that content is offered referred to during explanations by OCTAE staff.

It'll be much appreciated if the territories' time zones are taken into consideration when scheduling webinars, teleconferences, etc. If anything, at least record them like a few years ago.

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

NRS

NRS

State built ABE database

OCTAE NRS

OCTAE NRS

nrs

Nrs

rsa.ed.gov

Ed.gov

State System

OCTAE

OCTAE NRS

https://wdcrobcolp01.ed.gov/CFAPPS/OVAE/NRS/login.cfm

NRS

LACES

OCTAE NRS

NRS

OCTAE/NRS System

ASISTS

NRS

NRS

NRS

NRS

National Reporting System for Adult Education Programs

NRS

LACES

National Reporting System

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

OCTAE staff respond immediately to my email requests for help. I thank them for that.

At the moment, nothing needs to be improved. OCTAE has historically provided great information and has been very responsive.

I think they are doing an excellent job, especially considering all of the changes we are having to navigate as we implement WIOA. There are still some things that could be presented clearer with specific examples, such as how credentials are accepted for reporting purposes.

Continue to develop informational documents and resources that assist states in administering programs

They are doing a good job!

Become sufficiently knowledgeable of workforce and college issues as the elated to adult learners and providers. Leadership is very k12 parochial in their outlook and it is easy to get three different answers from 3 different staff members.
Increased on-site or regional visits. The 'national' perspective is important to OCTAE - my perspective is narrower. My perspective is my own state, at best, and next to that would be my perspective of how I work within my geographical region.

I am extremely appreciative of the service I receive, from the formal trainings to the individual phone calls for state specific information.

Update and send out monitoring and risk assessment policies and templates. Support states in analyzing and improving performance.

stated before, more use of technology to provide information and meetings

Please continue to provide effective communication with State Directors. Also, please offer virtual platforms to attend National Conferences.

The website has great information, however, it sometimes seem too technical. One has to have strong research skills to effectively navigate the website.

No comments at this time.

Making the information page for Title II relevant guidance succinct and flow chronologically would be greatly beneficial. At times the information is not easily accessible and it is easier to search the Department of Labor site to find information on Title II than the Department of Ed's site. Once information and guidance is found, the information that is provided is lacking in detail which results in operational problems and monitoring issues in the future.

Promote innovative programming.

Collect webinar PPT decks and other 'non-official' resources in one place for grantees to access, especially since these clarifying documents are often referenced in large group settings.

OCTAE has always been very responsive and aware of state adult education system needs. One recommendation would be to ensure that all TA is offered in a distance format also. State travel restrictions limit my staff's ability to attend and web-casting or videoing for later viewing would be beneficial.
Continue to expand communication opportunities through webinars and create video 'snip its' to support understanding. Develop an OCTAE app or NRS app to keep states abreast of federal policies, WIOA/WIOA partners, changes, best practices, and 'cutting edge' strategies/ideas to support recruitment, retention, and results.

OCTAE staff are very responsive to my questions and concerns. The only issue I have is the inability to participate in webinars and such because of the time zone difference. Recording were done before, but they've stopped and those of us in the territories miss out. Other than that, OCTAE staff are truly great hard working people.
It will be very helpfull for us if there were more spanish material to help us the services to spanish speaking population serve. Also will be usefull to have available standarized math test in spanish version for spanish speaking population.

I have no dissatisfaction. Things can always be better... more precise, direct answers to questions but I doubt that will happen given it is a government agency and things change.

Address small states' issues for WIOA directly. You have been of little help in guiding the small states thru the maze. The law is written for large states and left small states to sink or swim on their own. This is really the only issue I have had for the past 3 years.

## CUSTOM QUESTIONS

**Q8. What can DAEL do over the next year to meet your state's technical assistance/program improvement needs?**

It has become very hard in our state to get travel approved, so [redacted] has been unable to attend most trainings in past years. For example, a crucial training in the past year concerned the changes to the NRS table. This state was unable to attend. Someone should keep track of what states are not able to attend the training and reach out to train them in a different way, via electronic conferencing or something.

At the moment, nothing needs to be improved. OCTAE has historically provided great information and has been very responsive.

Continue to provide courses and training activities.

Maintain dialogue with states and check in with states from time to time

Get up to day on WIOA performance as it relates to interagency measure reporting and WIOA MSGs

Increased on-site state or regional visits.

clearer implementation of EPL standards or associated trainings, sometimes there are pilot groups and then nothing for those other states or there's a significant lag in time before its available

Continued communication and virtual opportunities to attend meetings

Provide more technical assistance on successful models of IET programs and how providers are funding it, particularly for adult learner participants. There is still confusion around the follow up outcomes and what constitutes a credential. We also need ideas of how to quantify career services.

Not at this time.

Provide information timely and elaborate on what is expected. New reports seem to be added each year, and the states are still adjusting to the prior years reporting requirements. This causes frustration and makes it difficult to collect clean data.

Focus on innovation and career pathways

Provides examples of things that meet their requirements in the newly released monitoring protocol. Since there is nowhere else to provide this feedback on the survey itself, we are providing it here: 1) It is clear that this is a standardized survey for all of USDOE that has been customized for various departments, but CFI Group, it has been customized poorly. The insertion of 'Adult Education and Family Literacy to State Directors of Adult Education' did not make grammatical sense most of the time and frankly was confusing. I also encourage USDOE senior leadership to consider how to better incorporate adult education into department-wide priorities. I want to make it clear that I scored some of the items that were clearly relevant to all of USDOE on the lower end because the priorities themselves are problematic in that they don't clearly encompass the important work that OCTATE does (I've worked in K-12 and adult ed, and 'education reform,' for example, is a K-12 term). To be clear, I understand OCTAE is one of many offices at USDOE and this is something that our own agency struggles with, so I don't intend to cast stones from a glass house, I just crave positive examples of integration that I can use as a model to advocate in my own state. 2) There should be a text box for the things that we like/appreciate/want OCTAE to continue. Since that isn't available, we want to share that we LOVE our coordinator and appreciate her prompt and thorough responses to all of our questions. She keeps us updated as some of our issues wind their way through internal processes. We also appreciate the depth of experience that the OCTAE staff we interact with have in adult education.

They are true, credible experts and tireless public servants. We immensely appreciate the often thankless work they do to support us as we all figure out WIOA implementation together. They are extraordinarily collaborative and work to accommodate our requests, such as including our workforce partners in target negotiations. Many thanks to this wonderful group of people!
Allow the regional reps to facilitate monthly regional webinars for their states. Since states are organized by the agency that receives the AEFLA grant, this opportunity will allow each region to share best practices with alike entities. Thus, creating better, more robust, services and experiences for our students.

Not sure. They do a great job overall in assisting our program needs as it is...

## Native American and Alaska Native Children in School Program

### CORE QUESTIONS

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

1-Drop down menus 2-Similar to Title VI

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

KMS system

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

Quick response, clear answers, requested that I stay on telephone with him as he walked me through process to ensure completion.

Very polite, patient and helped me update personnel in our grant. Took a lot of time with me.

It has been wonderful working with Fengiu!

I have not had to use the HELPDESK.

It is nice that I receive an email after talking to the Help Desk saying that the job was done.

Did not use Help desk this year.

Helping to log into account after it was locked after several failed attempts. Wrong password, etc.

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

Ensure that help desk personnel speak clearly and concisely.

Have not had any negative experiences.

None--they have been very helpful when needed.

Not applicable.

They are doing fine the way it is.

NA

Our rural district does have limitations in getting the verification code and we only have access via telephone, which causes issues as the call comes into a central phone switchboard.

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

g5 Tabs and links are not clearly delineated and explained, they need more identification and procedures on the screen near the location where the action should occur.

Information needs to save easier

no suggestions

G5 should not shut down on the weekend! It would be beneficial if the updates could happen overnight, even into the early morning hours, then reopen on the weekend.

I wish that I did not have to save and re-enter the report so many times during the process. I get cut off a lot in this system.

Provide quick refresher power points when reports are due to lesson time spent trying to remember which button it was to get to certain areas. Do not want to run to Help desk often.

Make it easier to log in and verify a passcode to navigate the site.

**Q38. How can the Performance report (data accountability) submission in G5 be improved?**

GPRA data submission should be more clearly explained and somewhat standardized.

no suggestions

I do not have a problem with the APR submission.

The report is fine.

This is local level we need to work on I believe.

I believe it is fair at the current time.

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

Providing additional time for project directors to meet with program staff in person at Director's meeting.

They have been very good to us

no suggestions

More communication through a grantee listserve would help.

I am happy with the Office of Language Acquisition because so many children receive much needed Educational services across the country.

No recommendation, I'm very satisfied with the services provided.

Send reports due reminders a month ahead and then a week before and always respond promptly on issues we have and prefer to talk with our program specialist instead of the helpdesk.

Log In with the varying systems to include KMS; have had major issues with KMS!

## CUSTOM QUESTIONS

**Q9. What, if any, improvements have you seen in OELA over the last year?**

None

no suggestions

Not applicable.

Haven't kept track, you all do a good job.

No Improvements

Forms have improved from first year. As per the visiting of the various sites, we have a local firewall set up that won't allow us to get into social networks or others that seem like ads at all.

I like the attempt to automate the reporting, but it still has glitches.

**Q10. What recommendations do you have of the program staff to assist you in administering your grant effectively?**

More 1:1 personal interaction at project director's conference. Each project serves a distinct group of learners and individual understanding and information is necessary.

Weekly listserve with suggestions and ideas for programming or ideas from other grantees.

Everything is going good with the project.

the program staff is very helpful and at this time no recommendations

Just to be there for us and be able to answer our questions. She has been great but since I forget dates I just like reminders being emailed to me. Emails are easier than phone calls.

None to think of at the time.

# National Professional Development Program

## CORE QUESTIONS

**Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for the [PROGRAM OFFICE].**

I do not have a GOOD example to offer. The only example I have is frustration regarding documentation and renewal of our Indirect Cost Rate agreements. The OLA did not have access to or provide us with sufficient information to help us expedite this process as it is managed by federal offices outside of OLA and outside of the DOE.

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

Not sure.

I think it's helpful that the KMS system was created but I wish it interfaced with the G5 system. I feel like we have to repeat so much during reporting processes. G5 is especially cumbersome, as you essentially have to start from scratch for each annual report. The APR should be able to populate progress measures that we've added to the system (in addition to the already provided GPRA measures). KMS had the opposite problem - it populated everything from the first report but didn't allow us to delete/make changes to progress measures. As I've learned the system I believe I could be reporting in a clearer way but it doesn't allow you to make changes. I find the reporting process by far so time-consuming and cumbersome that I'm not sure I would ever go for another federal grant. I'm not opposed to detailed reporting - I'm opposed to the online systems we are forced to use.
Please use systems that are more intuitive and provide better resources. It is a real struggle. I did not like getting a message that my first report in the KMS was incomplete when it was a real struggle just to figure out what to fill out, where, and how.

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

Can't remember the name of the other one. They are both a pain.

KMS

KMS

KMS

kms

KMS

KMS

Is my grant reporting as PI considered accountability data? I don't think so - the state would report this, so I have not reported it.

KMS

Knowledge Management System

KMS

Knowledge Management System (KMS)

KLMA

KMS

OELA specific system

KMS

OELA\'s Knowledge Management System (KMS)

KMS

KMS

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

The person provided could assistance on getting a new password and he was very patient and helpful when I asked for assistance in completing the report.

The person described clearly the tabs to click on and the procedure to follow

The help desk staff called me back within one hour after I sent an email and trouble-shooted the G5 with me.

We have a phenomenal program officer.

The call was answered quickly. Information not available but relayed to the write person

Excellent support personnel.

The staff always respond in a timely manner when I need technical assistance.

The helpdesk with G5 has been knowledgeable and helpful.

They are all very kind and patient. The issue is that they cannot see the screens we are looking at to assist us, which makes things difficult for us who are technology challenged! G5 is not user friendly,

hard to navigate, many steps to accomplish tasks that should be easy. Feel like I have to update my login constantly, pain!

First contact was made by a referee, who got wrong information. When I called, G5 help desk got me the information we needed to resolve the issue.

Assistance with up-dating a password.

When the G5 system was down on the date our annual report was due, I called and was immediately provided with information about when the system would be back up (which was accurate) and how to submit the report on time if it still wasn't up at the deadline.

My requests were answered. There were no issues.

Extremely professional, effective and timely.

The best experience I have had is that I did not have to contact the G5 Helpdesk because I didn't have trouble with the system as far as my own access. The only difficulty I am having is with our internal review system. I have 5 approvers above me who need access to the data I submit and none of them have access to the G5 system. This requires that I draft a month early so I can have my approvers sign off on hard copies of the report; however, this doesn't make my data very fresh at the time of submission. I am not sure what best practice is regarding this lag.

The G5 help desk was very responsive when we needed to open a locked account because of password expiration.

It was finding out that I was trying to use the wrong system. That is another issue. We have the KMS and G5 and I don't always know which one to use.

n/a

When I had to reset my password, they were very efficient.

Very timely when my name was not matching the entry. Resolved within 2 hours.

I called for help, and the person I spoke with was knowledgeable, courteous and professional - great experience!

As the project director of a 2017 OELA NPD grant, I regularly request assistance/guidance from our project officer, [redacted] - his professionalism, expertise and timely responses contribute enormously to how our grant's scope of work supports daily the work of our teachers and school leaders in their efforts to advance our EL students' academic and social language acquisition in our partnering schools. [redacted] is to be commended!

I had to call for help to give access to one of our senior personnel on the grant. The assistance was very attentive and worked hard to solve the problem. Unfortunately, the system was frozen so there was nothing she could do until it was working again.

I don't think I've had an interaction in the last 12 months. But when I did in the past, it was positive and I found the helpdesk quite supportive.

The person could talk me through adding personnel to my G5 account.

Very quick response (a few short minutes) via email with instructions on what to do next after my account was locked.

We appreciated the responsiveness of our Program Officer. She responds to our questions promptly and provides additional information to supports our work. She was integral in our successful submission of our first APR.

[redacted] looked into the following incident. She was very helpful. 'Description: [redacted] is having issues with the G5 website. She is able to get logged in but when working on her performance report for [redacted]. She states that everytime she clicks save or save and return to package that the systems kicks her out and when she comes back in nothing is saving for her. [redacted] tried having her to switch to different web browsers, which were google chrome and IE. She is unable to access G5 completely from google chrome so [redacted] had her to go back to IE. She cleared her browser history, restarted her computer and the browser and typed in the address rather than using a link. After all of that, she was able to get back logged in but her computer continually froze when trying to work on her performance report. She was finally able to submit her performance report after an estimated 10 hours of getting kicked out and logging back on, but wants someone to look into why she kept getting kicked out of G5 while working on it. '

It's been very good

Kindness and responsiveness

My program office helped me gain access to G5 within 1 business day.

Analyst --provided great customer service and knew how to assist me with my questions.

Many examples of customized support when I've called.

Working with [redacted] who has responded in a timely manner to all our requests.

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

The Helpdesk is fine; the problem is the G5 system.

N/A

We hope that annual program directors' meetings will continue to take place.

Friendlier response

None

Actually, I have no recommendations with the helpdesk - I do with KMS, but not the G5 Helpdesk.

new system where the tech can see the same screens as us and not guess on what we are looking at-having issues with. Many of us use Mac computers and this seems to be an issue...

Consistency in answers

Human assistance is great. Website navigation is difficult.

Nothing

I have no recommendation based on my interactions with the helpdesk.

Perhaps a refresher on updating users on the forms. Also allowing for more input in the fields--there is a word limit which makes it very difficult to select what data to report on.

It would be great if internal approvers could have a view only link to the annual report.

It might be useful to have a G5 user guide that is specific to each type of grant that is managed through the G5 system. In our case, that would be the reporting process for an NPD grant through OELA.

More clarity and what system to use.

I find the website confusing but can generally (eventually) find what I need on my own without calling the Help Desk

There was a glitch that would not allow me to click in two vital areas of the form. They could not help because it had to do with how the information was programmed into the system. There should be a way for them to report this so that next time the issue will be resolved. My PO had to hand write information on my application because of this glitch in the cover sheet. Apparently, they did not have access to the system that would let IT resolve the issue. There needs to be a way to do that.

Allow more time to enter information because the site closes after 10 minutes and any words not saved are lost easily.

None at this time.

I find the G5 system to be difficult to navigate, but I have no suggestions for improvement of the help desk. My call was answered quickly, and I received the help I needed.

I reached out to the G5 Helpdesk when our APR did not appear in my task list. The issue was resolved very quickly.

The helpdesk is great. They are very quick and polite. The system itself is more of an issue than the help desk.

N/A

The help desk does not have the expertise to help with specific questions about how to use G5 for the NPD grant reporting.

None--but I've had little interaction and all has been positive.

As of today, we have not used G5 Help Desk.

I constantly get bumped out of the G5 system. It is extremely frustrating. I have tried to access the G5 web site from my home, from my office computer, from a work study's smartphone, and I constantly have issues. I enter data that is not saved and I have to reenter it over and over again. It is not clear when our personal grant goals should be entered and how to address 'non-completers' issues properly. Completing the 3rd quarter report in May as the end of the year report in the G5 system instead of entering the May report in the KMS as the 3rd quarterly report in the KMS system and the 4th quarter report in the G5 system as the year end report would make so much more sense!!! I really find the system to be so complicated and user-challenging.

None

I cannot think of anything.

I have not needed the G5 Helpdesk.

The ability to print APR report for proofreading/sharing with others.

all is well.

Supportive patience will trying to support our questions.

None

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

I think it is not very intuitive and sometimes you need to do the same steps several times as when adding an authorized person.

1. The fillable forms were not working. Please make sure the fillable forms work. 2. The directions to use the resources were not explicit. 3. Copy and paste were not working all the time.

The timed out element of G5 made it difficult to get report submitted.

The view button on the documents does not let you edit. I could not figure that out - Helpdesk guided me through opening the documents. My only other comment - this was my first grant. The APR was not made available until the beginning of May, NPD wanted it ideally mid-May, I didn't know what to expect, the webinar was not until the very end of April, and the turnaround was really unreasonable when folks are working with external evaluators. I have to believe that the APR info could be disseminated sooner.

easy one click buttons/icons like on Mac computers. Too many steps to accomplish easy tasks, make completing tedious. Always get locked out, easy log in.

The most difficult thing for our office with G5 is only a PI or the person who submitted a proposal can access awards and reports. Having institute-wide access for those with granted permission to all institute proposals and awards would be a HUGE improvement.

Rethink website design throughout.

It's fine--it just isn't intuitive. The webinars by OELA on how to use it were helpful and should definitely continue.

Visual appearance of submitted information could be improved.

Perhaps allow for more options for PDF uploads so that Excel files can be uploaded for salient performance data.

It would be good if the G5 system and OELA's Knowledge Management System were linked.

I think the most useful change would be the specific user guides that I mentioned in a previous comment that are located front and center on the home page after login.

Please get a new system. This is one the worst I have ever used.

- Provide forms (documents, spreadsheets, PDFs, etc.) that allow for offline work prior to submitting data - Provide forms (documents, spreadsheets, PDFs, etc.) that allow for offline work prior to submitting data AND which can be uploaded to automatically populate the data forms - Provide instructions and webinars that offer clarification on what data is needed (e.g. clarification on what is being asked), not just instruction sheets on how to navigate the system.
It would be nice if viewers could leave comments. Also, in order to share with a team, I need to save a pdf of each element and then combine them into a single pdf. Seems like the system must do that for the official readers, why can't we do it as well. It would save a ton of busy work. Also, the font is tiny on the pdfs.

Allow us to enter other people key to the grant to help enter information. Keep the system open instead of locking it after 10 -20 minutes.

Allow more time to save work or have a button that comes up every 15 minutes to prompt a save.

More information from the 'menu' screen, rather than having to click on an item to see what it is

The G5 system is not intuitive. If it were not for previous years of completing an APR offline and a Ed project officer delivering a webinar and emailing steps to follow to help navigate the G5 system to assist with the APR submission, I would have been completely lost in the process.
It would be helpful to have more continuity from report to report, and the ability to draw on previously submitted data. It has improved over the past year or so, but still is not smooth. The navigation seems to be an issue in moving between sections of the report. I do think it is more efficient than paper submissions and it might be the best that is possible. Nothing is perfect.
I find the system and little hard to navigate. I would prefer a pdf to download that made it clear exactly what I'm supposed to upload where. I find I have to go through each page and figure out what it is looking for and then go back to submit it. I also don't like that if I type in the box, it might get lost. So having a pdf would help me get everything organized outside of the system so I could just go in and submit and not have to be in and out of it so much.
- The 20-minute time out feature makes completing the report bothersome. - Understanding how a project's objectives fit into the reporting of the populated GPRA measures was confusing. Is the GPRA the organizing hierarchy? I couldn't tell, so I did what I thought worked. I am certain you got lots of different approaches.
In general, it is cumbersome to have to go through the loop of setting up a new item for each one of our project objectives each time. I feel like I'm creating the system rather than actually just supplying the report/data.

Our current experience with G5 is very positive.

What two items?

Given the limitations of data management systems, I have no good suggestions.

G5 needs a more easy to use interface. Also, the GPRA measures are repeated each year and those could be input only once, rather than every time. It is a little clunky overall to use.

The ability to print the APR report for proofreading/sharing with others

All is good-thank you

G5 is a little clunky and times out frequently, which would be good to fix.

The system is difficult to navigate. It could be made more user-friendly by having an updated programming process. It's difficult to understand how to get to certain sections without specific one-on-one support.

No suggestions

**Q38. How can the Performance report (data accountability) submission in G5 be improved?**

Not sure. The program is too complicated.

Not sure

Check the directions if they are user friendly.

...

Have all the performance indicators on one page, rather than having to close and open each one individually. Remove boxes that are not applicable to the grant (such as % when only # are required). Provide opportunities to state when targets are anticipated to be reached. Ours are not anticipated until the end of year 3. When we have to keep putting in 0 in our reports, it looks like we are not making progress when we. We have been able to explain this in the text. However, it we would also like this reflected more in the quantitative data boxes.

Don't allow timed out element

Allow us to attach PDFs.

See my other comment.

new system with easy one click icons w/ step by step easy instructions.

allow access by all authorized representatives of an institution

Not individualize the files.... so much compartmentalization fir assign editing and viewing status to team members.

see previous response

Removing limits on what can be uploaded.

Not have so many separate forms, but rather a continuous interview algorithm like H&R Block's 1040 tax filing.

Please see previous comments.

A new system.

- Retain information (pre-populated, but locked) from past reports so that just the new information needs to be entered. - Improve the navigation and menu options so that items are not hidden or buried under other options
I felt that there was some redundancy since some of the GPRA measures were also project objectives. It would be nice if we could click to show that some results are both. The numbering needs to be continuous. The documents self-number and my 8th, 9th, and 10th measures were numbered 8, 10,

10. It is kind of a pain that they are each separate documents. It could be a single fill in the blank pdf and then allow us to fill in those numbers on a single document. This would resolve the issues of having to download each measure as a pdf in order to create a completed submission that the grant authorizer could read.

Same. Allow more wait time for saving of work.

Please see previous response. Also, it would be ideal if the G5 could pick up data (i.e. GPRA targets) that had been entered in the KMS system

need to be able to upload additional files; I was never able to get a copy of the completed APR as I had not completed an APR in the previous year (new grant) - G5 system seemed to require a previously submitted APR in order to generate a copy of the 2018 submitted APR; goals had to be recreated as not available from the KMS used for earlier progress reports; since only one person can access the G5 system to complete Cover Sheet for the APR, permission was needed from university approver via email to submit report - need multiple individuals to be able to review the draft APR.
Having report to report capabilities, beyond just viewing the past report. It would be nice to be able to draw on past reports in building the latest APR. The navigation could be smoother from section to section.

See previous response.

Provide a webinar from the perspective of those of us who actually have to use the system rather than those who read and review our applications. The general webinar system for using G5 was fine when listening, but actually entering the data was much more challenging, especially in understanding how you wanted our GPRA vs. application specific objectives.

Reducing the number of steps required to create a place to report on a project objective would be the best starting point.

No improvements at this time.

I do not know why your system does not work for us here in Montana (perhaps bandwidth issues?), but as I mentioned, it is so frustrating to use the system. I know how to navigate the system and I know that I have to save and that the time limit is 20 minutes, but that is not what I am talking about. I am talking about being kicked out and having to go through the tedious log in over and over and over again each time I access the G5 system.

Make it simpler. Not ask for so many different kinds of reports - keep reports simple

I have no good suggestions. As long as it is possible to upload supplemental information in PDF files, then a lot of issues can be resolved that way.

New interface with visual supports. The ability to input GPRA and other measures once then autopopulate for grantees.

The ability to print the APR report for proofreading/sharing with others

All is working well for me.

Not timing out as quickly; fewer clicks to get to each form.

G5 seems like antiquated system. Perhaps an updated reporting system that is specifically more user friendly that doesn't take so much individual support from the help desk.

No suggestions

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

Simplify the reporting systems. I spent too many hours trying to figure out how to complete those reports.

Sometimes, P.O. could be more responsive (or take less time to accomplish some tasks).

OLEA need to keep the office as it has been!!

National Professional Development grant competitions used to be focused on professional development. This focus has recently shifted to research, especially WWC. This shift should be reconsidered and an effort be made to again focus on professional development.

I feel the Office has been very responsive

We are just so grateful for the opportunity to receive an NPD grant. I think part of the difficulty is just that it is our first experience with it. It would be great if we could access KMS even outside of the reporting period, even just to view to get a reminder of what was previously submitted.
KMS and website are not designed with user experience in mind as best I can ascertain. Program Officer though we are working with is phenomenal. But the technological angle with KMS and web are very challenging.
All program officers be as kind and responsive as mine. Others in my department have POs who are not responsive or kind. Inform us of webinars more in advance, especially durning summer when many University personnel are out, on vacation...

Increase ease and functionality of G5 and timeliness of responses to queries for assistance via email. Phone assistance from help desk in tech side is good.

Continue offering programs and increase what it's able to do on behalf of the nation's English learners.

There are glitches in the KMS system which have not been addressed in the last year.

I find the PO I'm working with to be extremely lacking in knowledge and clarity. For an individual who's managing an NPD grant for the first time I would have liked to know I could count on the PO to be helpful but that has not been the case. She is very responsive - responds quickly - but often is unable to answer my questions or provide the guidance that would be helpful. She has worked there a long time so it's unclear why she seems to be so uninformed and so unsure of her ability to help.

I am extremely pleased with the professionalism and timeliness of NPD staff, and their desire to assist all grantees with the successful implementation of their projects.

I have good rapport with my Program Officer and she has been consistently helpful to our project. The webinars by OELA staff are excellent. The annual meeting of directors is outstanding. Their materials are first class. I am under the impression that the program officers need better computers for their work.

Even more communication would be appreciated.

Make it easier to access information online.

Make available (online) more complete informational materials regarding quarterly and annual reporting expectations and processes.

Most of the issues are really IT related. The office has provided the information it is just oddities in the system and the inability for them to control/adjust that system that have caused issues.

More tutorials on how to submit annual reports on G5. Thank you.

I hope OELA will continue doing the excellent work they've been doing.

I prefer two reports a year as opposed to quarterly reports. It seems like a lot of extra reporting that takes time away from grants activities. It would be enough to have a quarterly check-in conversation with our program officer rather than to complete more online forms. I think the G5 is enough, and the KMS system has not helped us improve the work we are doing.
I'm quite pleased with the support I have received and continue to receive from my program officer(s). I've had NPD funding continuously since 2011 and have worked with multiple program officers and found them all very helpful and supportive. The OELA staff has also long been very helpful and responsive. My only suggestion for improvement is in regards to reporting. I have had to write annual and quarterly reports now for some time (since 2011) and find that there are so many changes from one time to the next, it's hard to plan for what I need to do. I look forward to the glitches in the quarterly reporting system to be worked out and I look forward to having some consistency in terms of the expectations in our reporting so that I can better meet those expectations as well as plan ahead for them.

Please continue to think of ways the e-system really reduces our efforts--rather than complicates it.

The vast majority of personnel at OELA are outstanding-- they are knowledgeable, responsive and supportive. I believe that the most important area for improvement is consistency across staff members. Over the years, I've had 2 very contrasting experiences with Program Officers-- the first was exceptional, the second pretty deficient. However, there were other program officers who were always ready and willing to step in when there was a shortcoming-- this is a sign of a great team effort.
I'm not sure they can accomplish this because I know it's the way of government offices: It would be nice if responses (in annual meetings of directors and during technical assistance webinars) could be more direct. Instead, it seems the response to every question is merely 'discuss with your program officer.' There is probably a range of possibilities for the answer to any given inquiry, and it would seem a better use of our time if at least that range were presented. Then it could be followed with 'talk with your program officer to determine what within this range is the best way to address the situation in your particular context.' If all we ever hear is 'discuss with your program officer,' then it sounds as if no one knows anything and that everyone is evading the question. I know that's not the case, but it gives a bad impression and leaves people thinking that the office staff is less knowledgeable than they really are. We need to find ways to support each other, and presentation of some information with advice to see how it might need to be tailored for your situation (and a certain level of trust that we can and will do so) is a reasonable approach.

The OELA Office has made its self very available in supporting the success of our project.

See earlier comments.

I cannot think of Anything. [redacted] is our group's program officer, and he has been wonderfully responsive and helpful.

I think the internet interfaces could be easier to use and more updated (slightly). I am very appreciative of OELA's work. The staff is really good and knowledgeable.

Continue responding in timely manner. Indicate deadline for revisions needed.

The Office of Language Acquisition has provided me with quality support. At this point, I am completely satisfied and value their expertise and quality of service.

Update G5 to make it more user friendly and less cumbersome for annual reporting.

No suggestions

## CUSTOM QUESTIONS

**Q9. What, if any, improvements have you seen in OELA over the last year?**

I like the newsletters.

I think they are being more proactive in reaching out.

Make the report online - more efficient.

I am very pleased with the quality of the new director.

The new SAM.gov website looks like it will be very helpful and easy to use.

Responsiveness of staff and PI Meetings

N/A

KMS is better than old way of delivering data.

I appreciate the leadership from [redacted] and use the recently published toolkits often. I continue to benefit from the highly competent work of [redacted].

The KMS system was an improvement over the past system of quarterly reporting but it still needs a lot of work.

OELA staff are awesome! They are genuinely concerned about ensuring that projects are implemented with fidelity and high standards. The leadership is skilled and extremely astute. Our program officer is amazing! [redacted] ensures that questions are immediately addressed. The NPD program is one of the most useful departments in the nation. Through this program, hundreds of teachers in rural Maryland have obtained graduate-level credentials and expertise in teaching newcomer students--training which has ensured that all children are guaranteed high quality education in our nation's schools. The NPD program has always delivered excellent service and we look forward to the next year with excitement.

OELA has rolled out the Knowledge Management System for quarterly monitoring, which has been improved several times and works very well. I have found this convenient. OELA has partnered with the National Academies of Sciences, Engineering, and Medicine to present expert seminars, which have been extraordinary. I have participated. OELA has published New Fast Facts on ELs, which are state of the art. I have used these. OELA has made Secretary DeVos look good to the public. I understand that OELA Director Jose Viana has personally visited NPD Recipients, which I think is a wonderful practice.

The communication is excellent and we greatly appreciate the research updates that are sent.

N/A

Introduction of KMS system is promising

Well, I am in the new cohort, so I wasn't here before, but I'm glad I was here for KMS rather than the previous update method. I like how they give webinars and then send them to you (although videos would be easier than trying to follow along using audio and a powerpoint). I think that the KMS system is MUCH better than G5 and much more user-friendly.

More clarity on budget and programmatic aspects, more communication with grantees.

Timeliness of program officers being in touch with me.

Greater responsiveness and efficiency

Great communication and attention from our program officer.

It appears that there is progress being made in terms of the reporting system and consistency with expectations regarding our reporting. It's still a work in progress though.

Efforts to move things online for reporting.

The consistency and range of information.

Development of the KMS (Knowledge Management System) is a huge step in terms of having electronic reporting for quarterly/regular updates. I'm happy to see the implementation of such a system.

None at this point.

Our grant is new, so I do not have a frame of reference prior to August of 2017.

Use of social media is great!

No suggestions

**Q10. What recommendations do you have of the program staff to assist you in administering your grant effectively?**

Having two complicated systems to report is terrible. I have wasted a lot of time trying to learn both systems.

Provide clearer instructions.

none.

OELA should remain as an independent entity and not incorporated within elementary/secondary as Secretary DeVos has suggested.

See other comments

prompt professional responses to our inquiries.

Improve G5 answering email queries promptly.

Keep doing what they're doing.

I would like a PO who is knowledgeable and confident in her/his ability to give feedback and respond to questions.

Keep up the excellent work!

I like the webinars for technical assistance. I value our Program Officer, [redacted]. I appreciate the NPD director, [redacted]. I congratulate the entire OELA staff for their excellent work. I recognize [redacted] for his commitment to English Learners and for his outreach to NPD recipients. I recommend that he continue his program visits. I hope OELA will be able to roll our a new RFP for grant funding soon. I recommend that OELA offer some smaller grants for IHE faculty to develop program components (a single course, a practicum experience, a family engagement demonstration project). The current NPD grant tends to be all-consuming for faculty because of its wide scope and focus on large numbers of completers.

User guides for G5 and KMS sent as pdfs via email would be very helpful.

More access to peers to help each other out.

Provide reassurance/confirmation that the proper reporting has been completed satisfactorily -- this is especially critical for new grant awardees!

Video recordings of webinars. It would be nice if we could do that (although I know there is a security issue). It would be nice to have model reports for both the KMS and G5. As someone new to the process, that would have been helpful as well. Not just bits and pieces, but a full-on completed example of what to do with a list of common errors that grantees make.

None at this time.

None. Please keep up the great work!

Again, I don't think filling in the KMS has been hugely helpful to us. Maybe it is on the receiving end though, but it feels like it is taking time away from the grant work.

Program staff are fantastic. Keep up the good work!

We need more clarity on the G5 annual reporting system.

As I said previously, the OELA staff work as a team-- the experience that I had when there is one deficient member could not respond or was not available, another key leader had stepped in and did the job!
I wish there were online avenues where program officers could facilitate some interaction/sharing of strategies/approaches and successes/cautions at any time during project implementation. There might be ways we could improve what we're doing based on someone else's experience--recent experience, as in last week or yesterday--that could save us some time and increase success rates for projects. In some cases, it might be only a program officer who could see that others might benefit from knowing what went on at such-and-such project site. I'm saying let's look for a way for program officers to make that knowledge public.

None, PO has been extremely available.

Please thank [redacted] for his help.

Continue responding in timely manner. Indicate deadline when seeking revisions.

They have been very support and ask that they continue

No suggestions

## Striving Readers Comprehensive Literacy Program

### CORE QUESTIONS

**Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for the [PROGRAM OFFICE].**

Working with the CFR's and receiving more information/training to ensure subgrantee compliance/adherence

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

future use of KMS

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

no interactions over the past 12 months

NA

I haven't had the need to contact the HELPDESK ED analyst.

When I was locked out of G5 the help desk was able to assist me in getting back in.

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

No interaction, so no areas of improvement at this time.

NA

N/A

Even though I understand the layers of security, it can be cumbersome to complete tasks due to these layers.

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

I do not access the G5 Grants Management System, but I have yet to hear any complaints from our State Program Officer at this time.

Haven't yet used G5 outside of the grant submission process, as this is our first grant.

NA

I really couldn't say at this point since I haven't had a lot of interaction at this point.

It would be helpful to have updated due dates and references on the front page of G5.

**Q38. How can the Performance report (data accountability) submission in G5 be improved?**

NA

N/A

N/A We have not received information about submitting a report yet.

**Q57. Describe your best customer service experience during the past 12 months with the ED staff who work on this program.**

I have had many great experiences working with the [redacted] in helping me move forward with my activities. They have been able to address all questions in a timely manner.

Prompt and detailed responses, when we have questions. Friendly and knowledgeable service.

Getting on the webinars. Response and quick help was there!

TA group sessions have been very good.

A call with [redacted] about our grant. She provided excellent guidance.

I was in a situation that required someone to help me think through a problem quickly. No on in my agency who knew about the program was available. I emailed my TA who responded immediately by calling my cell phone as I'd requested. She was able to help me think through the best route for proceeding. She also is polite, friendly, kind, and compassionate.

Working with the staff has flexibility in nature...rather than filling out forms and more forms...emails are sufficient documentation.

The facilitation of a technical assistance webinar on evidence-based practices that was extremely helpful.

[redacted] is a kind and warm person, and I have very much appreciated having the opportunity to work with her. We have had difficulty with the issue of data sharing and state student privacy laws, and [redacted] has been diligent in helping us navigate those tricky waters, dealing with our legal team, the ED legal team, and keeping us moving forward with our project work.

**Q58. Describe your worst customer service experience during the past 12 months with the ED staff who work on this program.**

None at this time.

We have not had a bad experience thus far.

none

Our TA, in the beginning, was bumpy but well-intended. Things are very smooth now.

NA

I have not had a poor customer service experience. Honestly.

Not receiving timely responses or a different way to contact them.

N/A

N/A

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

All service thus far has been great. We would appreciate guidance on reporting as our reporting window for year one of implementation is approaching and we just announced our subgrant awards the end of May. Thank you.

Responsive and immediate

NA

At this point I do not have suggestions.

Have regional state meetings the Office.

Providing additional guidance document for this specific program that could then be utilized as guidance documents in our state with sub grantees.

N/A

## CUSTOM QUESTIONS

**Q9. What technical assistance topics can the SRCL program provide during meetings and SRCL Communities of Practice events to support the states more effectively?**

More focus on the Outlying areas that don't have sub-grantees.

Progress with state's identification of evidence-based practices and state developed evidence-based clearinghouses. Technical assistance provided to state subgrantees.

CoP is very helpful and engaging of minds across the states and outlying areas.

NA

How SRCL integrates with other initiatives.

Experienced program directors could lead sessions/discussions about lessons learned, effective and efficient approaches to grant management, resources.

Continue with the evidence based practices, providing technical assistance and monitoring of LEA's

It has been challenging to get information related to our State Department responsibility for reporting data/what data/how often.

Timelines for Reporting Reporting Methods Evidence-Based Practices

They have been doing this well, I believe. It is always helpful to have states share their success stories and resources related to program implementation that have worked well for them.

## Grants for State Assessments

### CORE QUESTIONS

**Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for the [PROGRAM OFFICE].**

I have limited collaboration across programs but would like more opportunities.

Requirements for Title I grant and Peer Review

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

?

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

GANS should be number with a year marker.

**Q57. Describe your best customer service experience during the past 12 months with the ED staff who work on this program.**

Peer review staff have been incredibly helpful and supportive.

ED staff provided sample documents to assist in our preparation of materials to address concerns noted in Assessment Peer Review.

Assessment Peer Review convening in DC on August 1 & 2 was EXTREMELY helpful, and very well organized.

[redacted] has been very responsive in answering questions in email and through presentations to groups.

Thoughtful and helpful TA conversation regarding assessment peer review evidence and re submission of additional evidence. The staff did a great job explaining and providing examples.

questions were answered in a timely manner and accurately.

Work with [redacted] to address questions about assessment waivers for our ESSA plan.

USED provided excellent customer service and support to facilitate a fully submission of our peer review materials. In the past, this was entirely in paper and resulted in the submission of boxes of materials to USED. The support provided by USED to help do the new submissions entirely online was excellent. Thank you USED!

There have been many positive experiences over the past 12 months. [redacted] provides timely responses to questions and is knowledgeable about programs. Ed staff provided great customer service related to California's state plan submission as well as our peer review submission.

n/a

N/A

Phone call interactions

[redacted] was helpful and accessible

The only staff I have contact with is [redacted] and his staff for Peer Review. My contact with [redacted] and his staff has been very positive. They are helpful, articulate, and logical. They consistently provide great customer service. FYI - In SC, assessment and accountability are not housed in the same office so many of the questions are not applicable to me.

Being able to reach out with questions and having thoughtful conversations.

Support for assessment peer review and implement of statewide assessments.

Feedback on initial peer review guidance was helpful in understanding the feedback we received from the peers. We appreciated the opportunity to review the documentation in advance to ask questions once we held the call.

**Q58. Describe your worst customer service experience during the past 12 months with the ED staff who work on this program.**

EdFACTS has been a bear to work through, and getting support has been very difficult.

Several follow-up e-mails were needed to receive a response.

Simply due to the sheer volume and review processes, it sometimes takes a very long time to get feedback on assessment peer review submissions. It is not the fault of the staff, rather there perhaps should be more staff to review until the volume subsides after these first few years after the re-start of Peer Review.

I haven't really had a bad experience but do feel like more can be done to inform, especially when people first start out in their new roles.

There were no bad experiences.

I don't have a back customer service experience - other than would like specific information that is hard to find and it is difficult to coordinate time/calls across the time zones so i don't feel as self sufficient as i would like to.

duplicate requests for documentation

None really.

I cannot identify an instance when we had a 'worst' experience. ED staff has provided outstanding customer service.

n/a

Overall-slow responses.

I was told on two different occassions that I would receive a phone call and the phone calls never came.

I have not had bad service since Peer Review was begun again. Service 5 or more years ago was not good.

N/A

na

Response time delayed when we sent questions about peer review feedback following delivery of the comments.

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

Better website, more direct contact between support liaisons and state staff. Fewer webinars and more 1 to 1 support calls. If there are webinars, more focus on facilitating peer to peer state sharing.

Respond to e-mail requests without needing reminders.

Add staff to speed up the assessment Peer Review process.

There seems to be a lot of assumptions on what everyone knows is available. When I moved into this role, it would have been nice for the PM overseeing my state to reach out and have a one-on-one conversation with me to make me familiar with what is available and where to find information and to make that connection so I would know who to reach out to for assistance.
New assessment directors are overwhelmed by their own program, and often times work in isolation from other Title program directors in their agency. Having a brief ' new directors' guide to navigate who to call for what, when and who else in your agency talks with these people would be tremendously beneficial. Also - a quick guide for acceptable use of funds for assessment grants would be useful - something very specific, yes or no.
Document that provided guidance on meeting EL requirements under ESSA released in winter 17-18 was one of the most helpful documents I have everreceived. More documents like this would be very helpful.
The OSS/ED should continue promoting state-level flexibility in its support to the states. The spirit of ESSA was to clearly return oversight of education to the states. In helping states to implement ESSA, OSS/ED should continue to view issues facing the states from a state perspective and help states craft creative and innovative solutions that will help us achieve the outcomes for all students as intended in ESSA.
The only recommendation that I would have is to continue to improve the G-5 system and the Max.gov system. Although we are able to navigate those systems, at times it is a little cumbersome to find the needed information quickly.

no comment

More guidance and faster responses.

When presented with questions relating to statute, provide answers that directly address the substance of the question.  Avoid answering such questions by referring to nested regulations.

We often work under short timelines and need to wait for more guidance from you.  Please improve the timleiness of responses and guidance, or provide longer timelines for us to complete tasks

I receive the assessment G5 grant each year.  Since I've been in this job for many years, I have not requested assistance in spending these funds.

Continue to listen and offer guidance when state is face with challenges.

na

Nothing to suggest at this time.

Remain in consistent communication regarding updates and new guidance.  There is great anticipation about the potential changes and impacts to the state's resources to complete them based on changes.

## CUSTOM QUESTIONS

**Q9. Think about services offered by OSS in the previous year (e.g., opportunities for peer learning, collaboration calls, grantee meetings, communities of practice, webinars, publication of non-regulatory guidance, support transitioning to the Every Student Succeeds Act) to support your State's implementation of [PROGRAM NAME from Q1]. What services provided by OSS have been most helpful or effective? (Please cite specific examples)**

Guidebooks, seminars and live convenings, and one on one support calls.

One on one phone calls to provide clarification.

See previous responses.

presentations at CCSSO. EL Peer Review meeting

Review of the State Plan, support provided for the Enhanced Assessment Grant, and support provided during the peer review process.

informational webinars

Grantee meetings have been the most helpful

I have not received any services.

na

collaboration calls and webinars

Workshops on peer review guidance and submission

**Q10. How can OSS services be improved over the next year to better meet the needs of your State as you implement [PROGRAM NAME from Q1]? Please cite specific recommendations**

More peer to peer facilitation, more direct support from OSS liaisons to state staff - so many of us are new we don't know what we don't know.

Provide guidance in a more timely manner.

See previous responses.

I feel like I can't even answer some of these questions because I didn't know there were these opportunities or supports, so communication is crucial.

Quick guide to acceptable use of funds - YES/NO.

continue current support.

Assistance with Peer Review expectations.

OSS is providing excellent service now.

continued offering of support

Publish dates of meetings, services, release of guidance, etc. at least 8 weeks in advance, preferably 12 or more.

I am attending my first USED sponsored meeting (about Peer Review) next week.

Help us understand the process for waivers

na

No suggestions at this time.

Communicate more frequently even if just reminders or current status

# Innovative Approaches to Literacy

## CORE QUESTIONS

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

Submit data to the state

I haven\'t yet reported it

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

All my contacts with the help desk have been nothing but positive. The analysts are very competent and professional. They are very knowledgeable and seem as though they are wanting to help.

As of today, I have not had to contact anyone from the G5 Help Desk. I have been active on that system when needed for uploading documents or obtaining information.

NA

Very concise and pleasant

[redacted] was excellent and made it easy for our campus to be successful with the grant. She held firm deadlines yet provided support as needed to meet each measure. She was always available to guide. She also provided the most current information regarding any updates to the grant.

I am am fairly proficient with the G5 system, so no help has been needed.

Not applicable

During the course of grant funding from the IAL, the Help Desk has been really helpful. I have not needed help during the last 12 months.

I have not used the help desk

I have had to call for help from HELPDESK and everyone I have spoken with has been very informative and helpful. I have never visited with anyone who has been helpful.

I called needing help adding the ability to see draw down information. Helpdesk was very informative, and walked me through the process step-by-step.

Walking me through the steps to verify District Designee for uploading grants; the representative demonstrated patience, knowledge of the system and step by step instructions until the matter was understood and resolve

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

None.

G5 can be confusing and not clear for a first time user. Having past experience, I am used to G5 now.

NA

none at this time

Simplify the process to make it easy for a novice.

This is n/a.

None.....

I have felt that everyone has been helpful and answered all my questions.

None

I do not have an area of growth for G5 HELPDESK at this time.

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

D/K

An easier way to upload documents into the G5 for APR Reporting. Allowing PDF Documents to be uploaded.

NA

Navigation buttons

I think that an easier print function would be of great use--maybe convert to PDF. In addition, it would be good to have a feature to archive and print all the sections of a report at one time, rather than having to go to each one individually.

The way you submit information section by section is tedious and can leave room for error.

None

It is difficult to enter on G5 at times because sometimes you are timed out when in the middle of entering. At times, I thought that I had completed the G5 only to find out that I had not completed all buttons. It seems that being able to complete the report directions is sometimes difficult.

I have no recommended areas of growth at this time

**Q38. How can the Performance report (data accountability) submission in G5 be improved?**

The process is adequate.

On issue is that it keeps timing out. If you are not quick enough to get the data and/or information into the system, it will kick you off, or time out and not record or safe what you have input so far.

none at this time

Simplify the length of each measure and data point.

I think the data accountability portion works very well, backed up from the narrative report which is included on the cover sheet portion.

None

I think the directions need to be a little plainer. I also think the time limit when entering data needs to be removed.

More user friendly; Allow charts/data tables to be uploaded

Adding auto calculation to the budget form

**Q57. Describe your best customer service experience during the past 12 months with the ED staff who work on this program.**

Our program officer is great to work with. We have quarterly phone conferences, which are immediately followed up with a report. She is excellent. Very thorough and knowledgeable.

Our main point of contact ([redacted]) is very helpful and she keeps us organize with our quarterly reports and phone conference meetings. She is clear with instructions, on what she needs from us, documentation required from us, and give us ample time to get the information in to her. We never feel like we are just doing the work to get it in, she will take the time to read, review, and discuss our positive outcomes and suggest ideas on how to improve. We have enjoyed working with her and we hope to continue working with her moving forward.

[redacted] has been great to work with

[redacted] is amazing. She is always prompt, focused and ready to listen and give assistance.

Outstanding !

The only person I've worked with is our program officer, who is responsive and informed.

My project officer for the IAL grant has always been able to answer questions whenever I had them.

Our program officer tends to be very straightforward and responds quickly, which is much appreciated.

[redacted] is always helpful and has answered any questions efficiently.

EXCELLENT!

Exhibiting patience and coaching me when an error was submitted on a report.

**Q58. Describe your worst customer service experience during the past 12 months with the ED staff who work on this program.**

N/A

None! We have had great customer service with the ED Staff.

don't have anyone

None

None

No real worst except that now, because of the questions you've asked, I'm wondering if there's a website and other resources that I know nothing about.

This is not applicable.

When we asked for clarity on something, we received the basic generic language from the website. We were looking for a more detailed explanation/direction.

No bad experiences

None

I have not had a bad experience

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

N/A

Keep doing what they are currently doing with their grantees.

NA

the office has been great - it is all the craziness with getting into G5

None at this time

Continue to improve the model

If there are resources I can draw on, other than my program officer, I would like to know.

This is not applicable--I think the services provided are very good and efficient.

Keep up the good work.

No suggestions!

Their current supports are sufficient at this time

## CUSTOM QUESTIONS

**Q8. What, if any, improvements have you seen in IAL over the last year?**

The assistance has been consistently good.

We have seen more positive discussions and reviews on our work with our schools. Not really a improvement, but something that they really seem to focus on.

Always done a great job

Not sure.

Specific targets to improve literacy for students k-12.

None

I'm not aware of any specific improvements over last year. Everything has been good.

Not applicable

The staff continues to maintain excellence in their style of leadership.

Communication and clarity has improved.

The implementation of a tool for grantees to select the best time and date to facilitate quarterly monitoring meetings

**Q9. Please provide at least one specific suggestion for how we can improve this program.**

None - keep up the good work.

Nothing at this time. I think the department goes beyond what is currently needed to assist their grantees.

It would be very helpful if the program had the same timeline as the school year. August 1st to July 31st for example instead of October 1st to September 30th.

G5 is the only issue I have

Visual presentations

None at this time.

We're having good success with our work so I have no suggestions.

The only item I can think of is to have program highlights from other projects sent out to the other grantees, allowing us to model best practices.

The G5 system can be cumbersome to work in, especially for reporting purposes. But overall we were able to navigate it.

Continue to provide funding....

I do not have any specific suggestions for growth at this time.

# English Language Acquisition (Title III, Part A)

## CORE QUESTIONS

**Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for the [PROGRAM OFFICE].**

Monthly meetings to stay up to date on what is going on in each program.

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

We were not selected for the CoP, so we are not able to access this information that other colleagues are privy to. Please provide ALL states with webinars on topics regarding ELs and Title III on a consistent basis. For example. Office of Migrant Education provides monthly webinars to states. We appreciate hearing from OME, and would like Title III to provide similar outreach for us.

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

More user friendly platform.

I believe the system is working properly.

I use the site for accessing GANs and the way they are listed is very haphazard. Including a date the GAN was posted and being able to sort by the date would help immensely!

**Q57. Describe your best customer service experience during the past 12 months with the ED staff who work on this program.**

The response to emails and phone calls has been excellent.

The EL Tool Kit by the Office of English Language Acquisition has been a very useful resource. In addition the Title III Non-Regulatory Guidance is comprehensive, covering the majority of questions coming from our Local Ed Agencies, and very user-friendly.

ED staff responsive to request for information regarding GAN.

OSS Staff participates in monthly meetings with the National Councilof State Title III Directors. This is very helpful

We had an issue quickly resolved related to retesting EL students new to the state.

Our OSS state contact will follow-up and provide updates when waiting for a response or approval of a response from leadership at USED.

[redacted] and [redacted] have been able to answer all of my questions.

I have not had interaction with ED Staff concerning Title III in the past 12 months.

At this time, it is not clear who is assigned to our state for Title III. We have never interacted with Title III Staff, so we can't provide an example of superior customer service in the past 12 months. We have sent questions to the oss.state email account, but have never received replies to our questions. Is there a better way to communicate our Title III programmatic questions?

Timely response to my inquiries.

Working with OELA team and the technical assistance provided.

[redacted] has been extremely responsive, and tries to be as thorough as possible before responding. This has been a nice change after going a stint of time with extremely low response rates. Thank you!

The progress checks are okay. I wish we had more technical assistance opportunities like webinars related to specific programs. It is hard to communicate with anyone at times because our program reps change often.
[redacted] presented at the Accountability Institute in California and [redacted] from OELA did workshops on Title III that were very well received by participants. The in person presentations at this conference and at CCSSO have been very helpful from staff.

[redacted] was very responsive when asked questions about upcoming Title III meetings.

**Q58. Describe your worst customer service experience during the past 12 months with the ED staff who work on this program.**

None

I have not had any negative experiences working with ED colleagues in my three years as State Director of Title III.

Frustrations with response to request regarding legal citations related to annual LEA reporting of immigrant counts.

Asked for a name change on the G5 grant due to a change in position at the State level and was able to complete the procedure after repetitive attempts. Yet, once called and spoke with two people, (help desk and state liaison) I was able to have the name change in one day.
When asking for updated guidance on a specific topic,we did not receive a response in a timely manner. Upon follow up, we were told that the older guidance was still effective but not to post it. Also that a number of topics were in line for updates but this one was not on the list. This was very confusing.

NA

N/A

I have not had interaction with ED Staff concerning Title III in the past three months.

See previous comment regarding our best customer service experience.

Have not had a bad experience with ED staff relative to this program.

Using the OSS reporting system for monitoring reviews. The system was difficult to navigate.

Worst is too heavy to describe this, but we recently sent an email and the OSS response did not answer all of the questions in the email. We weren't sure if they missed the question or were choosing not to respond to it. It was a little weird. We are performing follow-up now.

I have not had a bad customer service experience, but I also don't call often.

Accountability for ELs has shifted to Title I and I don't feel much information is being given to the Title I state directors on their responsibility and focus on ELs using Title I funds.

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

Provide access to Promising Practices that are evidence-based for strategic dissemination.

Continue to provide guidance to the administrators of SEAs and LEAs on how NOT to supplant. Our governmental agencies must protect the civil rights of this productive, yet vulnerable, sub-population of students. Too often SEAs and LEAs are seeing civil rights protections (e.g. professional translators and interpreters) as optional. Offer a sample budget worksheet (perhaps a tool school administrators could share with their school boards) which clearly demonstrates that EL services are a requirement, as is meaningful collaboration with families. These are top of the budget items.

Increase the visibility and collaboration of programs that serve English learners with other programs, especially at national cross-program convenings.

Improve the initial responsiveness to email requests.

Often the information coming form OSS is, as one colleague stated, 'A day late and a dollar short.' Information is often delayed and decisions have already been made by the state, or there are more questions than guidance. Often Title III seems to be an after thought as with the invitation to the August 1-2 meeting and delay in invitation for the July 31 Title III Convening. The feeling in the field is that from the OSS perspective, Title III is less important than other titles, such as Title I. It would be very helpful to be purposefully included in appropriate communications and seen as an equal in educating the whole child

Monitoring templates/checklists for Title III compliance monitoring of LEAs would be appreciated.

The survey asks questions about 'products and services' for Title III. I don't know what products and services and T/A are made available for Title III. Please clarify how states who are not members of the CoP can access the assistance that other states are receiving.
Provide resources and support to States on how it can best work with districts and private schools on the importance and impact of reporting accurate data regarding its English learner counts. This area continues to be an ongoing struggle.
It would be amazing to have monthly phone calls with OSS about Title III, especially around what SEA's must do for federal compliance to set us up for success all around. This is something we are implementing in our state with our LEA's. We are trying to deliver to LEA's what we would like to have from OSS.
Provide more technical assistance to states on they can better improve programs via on-going webinars. At one time there were some Title III modules out there, can you provide more modules for SEA staff? . I like the EL Toolkit and the Newcomer Toolkit that was published, those have been very helpful resources.

It can provide more joint technical assistance for the Title I and Title III state directors to provide clarity on expectations for Title I when it comes to the EL subgroup.

## CUSTOM QUESTIONS

**Q9. Think about services offered by OSS in the previous year (e.g., opportunities for peer learning, collaboration calls, grantee meetings, communities of practice, webinars, publication of non-regulatory guidance, support transitioning to the Every Student Succeeds Act, review of State Plans) to support your State's implementation of [PROGRAM NAME from Q1]. What services provided by OSS have been most helpful or effective?**

Timely responses to phone calls or emails.

The OSS has helped with the transitioning to the Every Student Succeeds Act.

Non-regulatory Guidance on Title III.

The EL CoP has been beneficial in some ways, but the diverse team that was asked to participate has stated frustration since many of the topics do not directly impact them or since the decisions have already been made so the topic seems late

Non-regulatory guidance, webinars, CoPs

Have not participated.

Again, we were not selected for the CoP, so we do not have access to any support for Title III. Where can we access these services that this survey is referring to? The last quarterly progress checks are just focused on school improvement, equitable services and other topics are apply to ALL programs, not just Title III. We'd like for those calls to be focused on how other Title I programs can support English Learners?

Direct support and technical assistance on Title III.

Unsure. We have experienced a lot of turnover with our Title III position.

The Progress calls are okay, but I wish they were more technical assistance and less answering of questions.

publications of non-regulatory guidance, powerpoint presentations at various conferences by Title III staff and the sharing of those presentations and activities. Scenarios shared on use of funds.

EL CoP

**Q10. How can OSS services be improved over the next year to better meet the needs of your State as you implement [PROGRAM NAME]? Please cite specific recommendations.**

More examples of evidence -based practices that support ELs.

The OSS can continue to provide guidance on EL Accountability Systems and opportunities for collaboration between SEAs.

Engage with State Title III directors to build a technical assistance plan based on identified needs.

Being ahead of the questions and decisions would very helpful. Having discussions before decisions are made, exploring possible changes, etc.  Offering more concrete guidance and input from OSS rather than just from states

More publications of guidance and regular webinars

Have not participated.

It would be helpful to have staff who are knowledgeable about Title III and it's supporting programs.

See previous responses.

Provide resources and support to States on how it can best work with districts and private schools on the importance and impact of reporting accurate data regarding its English learner counts. This area continues to be an ongoing struggle.

Support with parent support and EL students with disabilities.

More webinars/modules specifically to Title III and how we can better enhance our program's

Provide more targeted assistance to Title I and Title III focusing on the EL subgroup and clarity on responsibilities for Title I.

Continued CoPs that support relevant needs of the field.

# Project Prevent Grant

## CORE QUESTIONS

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

G5 system is difficult.

I am not sure how much control the Office of Safe and Healthy Students has over the G5 system. It was 'down' when we were supposed to be putting in our annual report. [redacted] was very helpful in problem-solving this situation.

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

email

Electronic Copy via e-mail

email

EMAIL SYSTEM

email to Project Officer

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

Did not have one in the past 12 months

I worked with a gentlemen who was very helpful and he followed up with an email. I very much appreciated his assistance.

Helpdesk helped me access my account.

A woman named [redacted] tried to help me use G5 to submit my Annual Performance Report for Project Prevent. [redacted] contacted [redacted] (my program officer) with instructions for getting the system to give me access to the template for the grant's year 4 report; however, it never happened so I submitted my report to [redacted] as an email attachment.

I don't personally interact with G5. Colleagues in our Grants Office work with G5.

N/A I don't think I have had to contact the help desk in the past 12 months.

Very helpful.

I don't really have an example since use was minimal this year. I will say that anytime I call, the help desk is always conscientious in assisting. They are patient and kind.

As a Project Prevent grantee, I have contacted [redacted] for assistance and questions. One example is when I had a question about an expenditure. I wanted to know if my grant funds could be used for a certain grant activity and wanted assurance that it was an allowable expense. [redacted] responded within 24 hours and I was able to move forward. This is my usual experience when contacting her.

The individual was very friendly and helpful. The G5 system can be more friendly to use if you are a first time user.

non applicable

I don't remember the person's name, but every time I have ever called I receive great customer service.

The help desk helped me to reset my password and let me know about the app for authentication.

I have only contacted the desk to set up a new account and the experience was painless.

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

Not Applicable

none

None at this time.

The help desk people are great but the G5 system needs some improvements.

NA

N/A

N\A

On the one call, they could not assist me in changing the superintendent's name on the annual report. I think they should be able to assist in making this change instead of being referred to the grant lead.

I use the G5 rarely, so it is difficult for me to navigate. Staff answering the Help desk are helpful.

I needed more assistance with using the G5 system. I went online trying to get more details on using the system.

n/a

None.

No complaints thus far.

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

Nothing

Working with percentages is sometimes difficult. Copying and pasting an additional data measurement box can also be difficult

N/A

For the first 3 years of the Project Prevent grant G5 worked very well for submission of the performance report; however, this year it did not work at all.

NA

I do not find this system to be incredibly user friendly. Given the current status of technology and various platforms, this could be set up differently and be much more intuitive.

N\A

This year, I was unable to enter my annual report in the G5 system. The report for the 2017 year showed a previous report. I submitted the annual report via e-mail. I am not sure what happen this year, so I cannot make a recommendation.

I really don't have the correct answer.

My problem was unique in that I wanted to enter my Annual Report earlier than it was open.

When preparing the grant report, I prepare the GPRA's in advance. It would be nice if I could upload what I have prepared instead of having to retype it.

Because of my limited use with the G5 system I do not feel qualified to answer this question.

**Q38. How can the Performance report (data accountability) submission in G5 be improved?**

Nothing needed

It will only allow for a certain number of words and can be difficult to fully document all of the data in the explanation area. Allow space for additional comments could be helpful.

Forms should be loaded without formulas and restrictions. For example, the form that I was required to use asked for data to be input that was not required.

Have it up and working!!!!!!

I don't have specific recommendations but do wonder what back-up options are available if the system is down.

NA

Have everything in one document instead of various components, have areas pre-filled where appropriate.

It's fine for us.

This year, I was unable to enter my annual report in the G5 system. The report for the 2017 year showed a previous report. I submitted the annual report via e-mail. I am not sure what happen this year, so I cannot make a recommendation for change.

Please include a paste function for ease of transferring report information into the online process.

It would be nice if all the information could be submit on one or two pages.

open earlier

same comment

The system could be up and running.

**Q57. Describe your best customer service experience during the past 12 months with the ED staff who work on this program.**

[redacted] answered questions I had concerning the Annual Report

My program officer for Project Prevent is excellent. She is available to respond to questions in a very timely manner. She has vast knowledge around multiple topics and truly wants to ensure children are the motivation for all the work funded through the USDE.

[redacted] is highly responsive, makes time monthly for TA calls, offers access to resources and provides constructive feedback.

The overall customer service of the Project Prevent Staff has been highly effective and responsive. I am extremely happy to be collaborating with this knowledgeable team of individuals.

Listening the needs of the district, allowing face to face visits for training, and promoting replication and sustainability of our efforts.

N/A

[redacted] is responsive to my email messages. When I could not use G5 this month she sent me the most recent version of federal reporting forms and allowed me to send the report as email attachments.

[redacted] is amazing. All of my interactions with her have been positive and she has been helpful in each situation.

Our TA Providers have been extremely helpful, particularly with the access to pilot materials to promote trauma sensitive schools.

Our project director is excellent. I have found her to be responsive, accurate, easy to discuss issues with and overall good combination of procedures and common sense.

Always good service.

N/A

All our interactions have been pleasant and informative in how we can improve our program. In our efforts in seeking out guidance on a variety of grant related issues, the staff have been patient and thorough in their directions on addressing those grant related issues. We are pleased with the outcomes that their direction provided.

I have always had a good experience with customer service.

My TA is available, knowledgeable, full of resources, and experienced.

I had a budget question and my grant director gave me a clear direct answer the same day. Very much appreciated!

[redacted], our Project Officer is very responsive to email questions. She usually responds within 24-48 hours.

I am a new program Director and I have been exceptionally pleased with the response I have received from the ED staff with helping me understand and complete my teams mission for the grant.

**Q58. Describe your worst customer service experience during the past 12 months with the ED staff who work on this program.**

Not Applicable

None

N/A

None

not applicable

N/A

NA. People always try to help.

N/A

No bad experiences...

N/A I have not had a poor experience.

N\A

N/A

n/a, as I have not had any negative experiences with ED staff.

N/A

I have never had a bad experience with customer service.

n/a

None.

We would have liked to receive email acknowledgement of receipt of our annual report and eventually some feedback, even brief, about our annual report.

I do not have one.

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

Nothing Needed

n/a

Improve the interface with the G5 system. Be able to upload documents more easily.

I am happy with the current service.

No recommendations at this time.

Get the G5 system to work in advance of the month the report is due!!!!!!

I do not have any ideas about this at this time. I have been very satisfied with services.

Besides improving the G5 system, I think there is great variety and opportunity that has been offered to us.

We have always had a good encounter with the office.

I have no other recommendations.

I'm satisfied with the service.

It is the arm of the Department that is concerned with the Social emotional wellness of all students. Continue to be funded.

This grant has been an amazing opportunity to pilot and grow prevention and mental health services for our schools and students. More grant opportunities like this would be so helpful to schools trying to grow these services.

I would love more regular communication with our Project Officer.

The only thing I can think of is if this Office can help in extending my grant for another 5 years in order for my team and I to continue to make changes in the schools we are serving and make it possible for us to increase the number of schools that would benefit from our services.

# Title I, Part A (Including Educator Equity Plans)

## CORE QUESTIONS

**Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for the [PROGRAM OFFICE].**

I'm not sure that the department has provided any collaboration across the programs. It seems more so that the department is interested in cutting programs or not providing guidance.

I don't know of an example at this time

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

The quarterly calls that we are asked to participate on don't happen in a timely fashion and questions that we have asked have never been answered.

They can do the following: Provide ease of finding materials online Allow for ease of submitting information to the Office of State Support via the web (e.g., grant applications, annual reports, and accountability data) Update and provide new content in regards to Title I and ESSA Offer time and training session to support the ability to view and navigate the site Offer monthly updates to provide ease of reading the site Provide Quick Reference Summaries of sections of law in an understandable manner Offer best practices for implementation of Title I and monitoring tools for Title I

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

Password

**Q57. Describe your best customer service experience during the past 12 months with the ED staff who work on this program.**

Accuracy and prompt responses to my inquires consistently. If ED staff is unaware of an appropriate answer, she is really good about letting me know that she's conferring with the appropriate colleagues and will get back to me. She's accessible and helpful.
I have had excellent customer service from my points of contact with the Office of State Support. Specifically, my program officers have facilitated responses from different people at ED, even if it is not directly their program. I have consistently received timely responses from the Office of State Support. Even though responses to questions have been delayed under this new administration and new ESSA requirements, acknowledgement of the questions are always very prompt by our program officer. Idaho's program officer is very personable in person (at National conferences and meetings) and proactive in setting up conference calls when there are questions, which need immediate attention. Idaho appreciates OESE's communication back and forth during the resolution of issues.

[redacted] responds quickly to our requests for information.

I received a same day response (phone call) from [redacted] on two occasions on a critical matter. His response was on time and on target.

when it comes to Title I, the OSS has been fairly responsive to questions. [redacted] has been very good at answering allocation inquiries. Spending guidance is also helpful

Quick response to emails. Usually, OSS staff respond within 24 hours even if it's only to acknowledge receipt of the email.

Our state has had productive conversations as it relates to implementing some of the new Title I provisions under ESSA. We received specific feedback, and ED was available (and willing) to schedule time to discuss.

[redacted] and [redacted] are incredible. Every time, that I'm able to hear them talk, I always learn something and they are both extremely responsive to all of our questions.

I emailed [redacted] for a copy of a power point and within 24 hours I received an email back from him with a copy. Thank you!

Our OSS team was very responsive to our input while debriefing about changes that had been made since they conducted a Fiscal Review in the Summer of 2017. Staff were willing to review documents and processes that were updated during the 2017-2018 school year and reflect those changes in the final report.

n/a

[redacted] has been very responsive with questions, especially those stemming from our recent audit. When we have questions, she provides timely and accurate responses.

My best experience is that the OSS contact person for our state responds to questions quickly and is available to provide TA.

When we present questions, [redacted], often provides the level of detail needed to answer questions. We have noticed in a few instances when hot topics require higher level input, the level of technical assistance is less technical and more political. Higher level officials, should understand that ED staff support is an absolute necessary activity for states and districts to effectively carry out program and legal requirements.

When we were in the process of getting our plan approved, we received a lot of help and guidance. We truly appreciate the assistance and the patience.

I work with [redacted], here answers are always fast and explicit...when she needs to research a question the response still comes in a timely manner. She is always open to questions and encouraging.

**Q58. Describe your worst customer service experience during the past 12 months with the ED staff who work on this program.**

Have not had a bad experience with ED staff related to this program.

I have not had a negative customer service experience during the past 12 months related to Title I, Part A. ED has been slow in getting out some needed guidance documents (in particular related to Supplement, not Supplant) which has negatively impacted my work, but I don't consider that a customer service experience.

n/a

NA

The USDE had a document we submitted for their review, which took USDE 16 months to return with their input. We contacted USDE on a number of occasions to ask how their review was coming along, and the response was it would be returned 'shortly.'

Not much new guidance on uses of funds. However, I do like the spending guidance

None.

Cannot recall an experience that I would characterize as worst.

The State Support Network of contacting our state liaison with a question and they will then contact the appropriate staff and then get back to the state is not working for us. Our state contact will respond quickly that they will get back to us, but we don't get any follow-up until we go directly to the appropriate staff member ourselves with our questions.

Lack of information and lack of collaboration.

There have been extended delays in responding to technical assistance questions posed about topics such as supplement not supplant and equitable services issues that have made it hard to provide guidance to the field in our state.

n/a

N/A

lack of guidance on Title I programs and difficult understanding equitable services with limited guidance from USDE across various programs

ED leadership should support ED staffers who are there to support states and districts. The lack of support damages implementation across the nation and states want the partnership that is expressed but not practiced.

Have not received responses to some of our questions within the last three months. We understand that it is a busy time of the year and know that this is not the norm.

none

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

Provide some simplicity in the Title I allocation calculations. It is one of the most complex formulas to work with.

More timely release of needed guidance. Improve the efficiency of the website so it is easier to find materials.

Provide non-regulatory guidance on topics such as equitable services, SNS, evidence-based strategies/interventions.

More clarity on fiscal parts of Title I. SNS guidance.

Developing and issuing ESSA guidance on a more frequent and timely basis.

continue to be available and responsive to state inquiries. If an issue is being elevated to OSS level, it is likely time sensitive and important.

Guidance! Relevant topics and timely information needs to be shared with stakeholders.

More timely communication of guidance on requested topics/inquiries.

n/a

While I recognize that OSS is not responsible for this, and political factors are at play, having updated guidance reflective of ESSA would be helpful. Specifically guidance around supplement not supplant, and the distinguishment from comparability would be very helpful.

More timely responses. It is taking months for OSS to get back to us. We also need federal guidance.

Provide best practices, guidance, and monitoring tools to support Title I programs

This survey has several references to products. The products such as non-regulatory guidance and memos, etc., have been quite helpful. The existing tools need updating based on ESSA implementation requirements and states need to have a better understanding of ED objectives that we are responsible for aligning our work to. I appreciate that conference call materials are posted for future reference.

Better response time

## CUSTOM QUESTIONS

**Q9. Think about services offered by OSS in the previous year (e.g., opportunities for peer learning, collaboration calls, grantee meetings, communities of practice, webinars, publication of non-regulatory guidance, support transitioning to the Every Student Succeeds Act) to support your State's implementation of [PROGRAM NAME from Q1]. What services provided by OSS have been most helpful or effective? (Please cite specific examples)**

In person support meetings at national conferences and opportunities for peer collaboration.

The communities of practice have been very helpful. I would like to see more of them.

Non-regulatory guidance documents (e.g., Evidence-Based Practices guidance, Fiscal Changes and Equitable Services 2016 guidance) have been implemented in our work and shared with LEAs.

Communities of practice, conference presentations

See other answers

Quarterly check-ins have been effective in working through implementation challenges.

I like the quarterly calls. They have been helpful to our state in our implementation.

I'm not sure we have received a lot of help or assistance.

Publication of non-regulatory guidance and support transitioning to the Every Student Succeeds Act

n/aaaa

The feedback from the fiscal audit has been very helpful.

I found the most benefit with CCSSO. OSS has not provided any assistance with Educator Equity Plans to my knowledge.

I listen to webinars and find them excellent.....we were being audited by USED and found are contact [redacted] always ready to help us clarify any areas needed

**Q10. How can OSS services be improved over the next year to better meet the needs of your State as you implement [PROGRAM NAME]? Please cite specific recommendations**

Provide information on how other states are implementing the review and approval of district equity plans as part of its Title I, Part A application.

Make the ed.gov website more accessible and have materials more easily found. Also, please expedite needed guidance on topics like Supplement, not Supplant and School Level Expenditure reporting.

This survey is too long. It would have been helpful to have one of those 'clocks' that indicates the % of the survey completed for each page.

Guidance or assistance with provisions of Supplement not Supplant, Best practices in awarding/using 1003(a) school improvement funds, supporting high schools identified for CSI due to graduation rate, supporting alternative schools

Provide non-regulatory guidance on topics such as equitable services, SNS, evidence-based strategies/interventions

see other answers

Releasing guidance more frequently.

Guidance Documents  Monthly/quarterly progress checks that are timely and we receive feedback from questions in a timely manner

We need additional guidance on implementation requirements of key ESSA components and the opportunity to learn from other states.

n/a

Updated guidance around ESSA.

They can offer training, guidance, and support in this area. They can update Title I Part A guidance and offer monitoring tools.

The secretary of education needs to allow the OSS to offer guidance and examples.

## Student Support and Academic Enrichment

### CORE QUESTIONS

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

provide relevant resources

They seem to have issues get conference lines set up and working correctly. This has occurred with both homeless programming and Impact Aid for displaced students phone calls.

ANSWER YOUR EMAIL

Respond to email.

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

state system

Not sure

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

No comments, we have only used it for grant notification thus far.

Much of the guidance information on G5 is dated. As a new director, it is confusing how G5, grants.gov, EDEN-EMAPS, etc. all interact. Many programs use them differently.

It is our Finance Officer that handles this. I have not had the experience of going into the G5 Management System.

**Q57. Describe your best customer service experience during the past 12 months with the ED staff who work on this program.**

GAN drawdown

Help with the emergency impact aid grants. Help with clarification of uses of funds

I could not access the G5 to obtain the GAN and the ED staff was able to send a PDF version to me right away.

Attending the meeting of state directors was very helpful.

I called late one day and [redacted] answered my questions in detail without rushing me and returned my call within an hour when he needed to research my question. I believe this was a Friday night and he never made me feel I was asking too many questions. He appeared to appreciate honest feedback and was a great resource.

Other than the state director kickoff meeting in January of 2018 I have not had any positive experiences with OSHS.

Timely responses to all my inquiries which makes it so much more efficient for me to relay information to our LEA's.

Working with accessing the portal. Staff continuing to check to make sure I could get in. The other is having a question answered staff understood the importance of getting it within 72 hours.

I have had zero contact with SSAE staff despite repeated efforts to contact them.

The length of time in responding to email is very quick

Quick responses to emails

Our face to face meeting was one of the most worthwhile USDE events I have ever attended.

[redacted] does an excellent job sharing information.

The Title IV conference held in January 2018 was excellent. I completely respect and appreciate the candid conversations with ED staff. They are helpful in areas they can be and are honest about the limitations of what they can respond to.

My Title IV-A program officer has been more responsive than I would have expected, including proving additional TA related to the school shooting we encountered this year, such as trying to connect me with other states who have experienced similar tragedies and others at ED who may have additional expertise to share. I cannot say enough good things about her support in the implementation of Title IV-A and related safety initiatives.

[redacted] has been helpful and collaborative throughout the year. She and [redacted] co-facilitated a REMS webinar for our LEAs. The communication and follow-though has been stellar.

Submitted questions via email and received a response back within a couple of days.

The ED staff constantly communicate with us concerning the effective and efficient implementation of our projects to serve our students and provide our teachers and school leaders the assistance to help our students succeed. Moreover, the ED staff provide us with the resources we need to deliver the services and implement the activities effectively and efficiently. The guidance and support from the ED staff help us provide effective technical assistance to the project leads of various LEAs.

**Q58. Describe your worst customer service experience during the past 12 months with the ED staff who work on this program.**

no information on how to administer program

It is a new program and it is understandable that some uses of funds questions can't be answered. I generally would like to see this office and OSS provide information to me and others together. They are all ESEA programs

As ED requested, I submitted an administrative function change to establish the new state coordinator contact information in G5. I did not receive any confirmation that the document was received, nor did ED actually make the adjustment in time for me to obtain receive the Title IV GAN in G5.

impact aid phone call issues

NA

Asked several questions during this past year, still waiting on answers for all of them: equitable services (how does that affect the requirement of needs assessment), reap-flex, installing security systems (is that allowed or is not due to the construction prohibition) That's just to name a few. Also we were told that transportation was allowable, and now we are being told that its not. Also just now (after we have been awarded the 2018 grant) that we can not use a competitive process for the 2018 grant, when again we were told previously (like in the last 4 months) that we could. Very frustrating.
I submit questions that I think surely someone else has asked and wait weeks for a response. Why isn't there a bank of FAQs that are updated regularly? I am still waiting for the answer to questions I asked in early May. The LEA could not use the funds because of the delay. I was told OSHS was waiting for the legal dept. to respond. It has been approx. 6 weeks now.

Every attempt to contact OESE and OSHS is met with complete radio silence.

I have not experienced a negative customer service incident with this agency.

Multiple questions/emails sent and asked with no responses

Every interaction has been completely one-sided: I send an email, I get no response. The managers of this program are completely worthless.
Since this is a new program the length of time it takes for program staff to get responses from OGC is sometimes long and the response does not always fully answer my question so I have to clarify and then wait again. Especially with fiscal questions there seems to be a lack of clarity available

none

Not the worst, but room for improvement between the other title programs (e.g., Title I, II, III) with SSAE (Title IV). Joint conferences, meetings, etc.

I have not had one.

n/a

Not being able to respond to questions. It is incredible difficult to run a program, provide guidance to LEAs and develop monitoring tools when there are topics ED has not responded to specific questions or provided guidance for.
Long delays in receiving official answers to questions about implementation. I understand these answers to questions need to be vetted by the program attorneys, etc. for consistency, for the lag in receiving responses hinders our ability to respond to requests from LEAs.

Each state has a liaison, and we have received nearly zero communications after the initial meeting.

NA

None.

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

Work together or merge with the OSS. Most all the programs are under ESEA. Provide best practices from other states and links to evidence based practices.

Be timely and responsive to requests that assists states in properly managing and issuing grants funds to LEAs.

I only work with the OSHS on the Title IV, Part A grant. Services in this area have been fine.

I was not aware of how to issue a formal complaint regarding this office. If I was aware of a process, I would have done so.

1. Provide a FAQ repository in case I have a similar question to other SEAs. 2. provide innovative examples of the use of funds from other States (SEA and LEA level examples)

ANSWER YOUR EMAIL. I do not send emails to OSHS for my own enjoyment. They are sent because I have an LEA with a question I need to answer for them.

They already provide consistent service. I can only suggest that they continue that timely service to the SEAs.

ANSWER YOUR EMAIL I have a small whiteboard with the label 'Days of Radio Silence from USED' Currently sitting at 6 days, previous record was 29 days.

Program staff are very friendly and eager to help. It's just that with a new program there are lots of unanticipated issues and questions that take time to settle.

I have absolutely no complaints about specific staff at ED. Rather ED needs to realize the challenging situation SEAs are placed in when responses are not given about program requirements we are supposed to be holding LEAs to.
They need additional capacity to help meet the needs of SEAs. They need to be able to provide guidance in a timely way that is unburdened by bureaucracy and other demands on their time. OHSH has a lot of expertise and I hope ED will be able to retain those staff for as long as possible by minimizing staff attrition, among other things.

More proactive and frequent communication and guidance.

Communicating consistently and constantly.

## CUSTOM QUESTIONS

**Q9. What can the Title IV, Part A program office do over the next year to meet your state's technical assistance, program improvement, and coordination needs?**

redo percentage requirements

Provide best practices and links to evidence based information. Provide clarity of uses of funds

Increase level of contact, checking in with monitors.

The state coordinator's meeting held in DC January 2018 was great. I learned a lot from other states and was able to explore how some ideas could be replicated in my state. Keep up the good work.

No changes needed

Address the questions already asked, organize a state meeting where questions asked can be answered and decide how monitoring of the LEAs and SEAs will be conducted regarding this grant.

Be more timely. The website to share among project coordinators went live about a month ago. The 'Kickoff' was a year late, but it was good. I wish I had the information, resources and networking a year ago.

ANSWER YOUR EMAILS Offer an annual state coordinators meeting.

Create more training and collaboration opportunities for state Title IV A coordinators so we can stay abreast of the latest updates and strategies being implemented in different states.

Continue to be responsive to questions in a timely manner. Provide question and answers documents. Keep us informed of changes.

ANSWER YOUR EMAIL The kickoff meeting in early 2018 was beneficial; an annual meeting of state coordinators is a good idea.

Maybe provide a more direct link to OGC to fully explain a question to reduce delay in getting a full response

n/a

Provide updates TA in late summer/early fall to allow SEAs to then update our TA material and provide to LEAs before they start their planning process. When a direct question cannot be answered, provide alternatives.
Provide updates on ways that states are disseminating info to their LEAs. Develop a consolidated risk and needs assessment tools for monitoring Title IV-A and other federal programs. Provide examples of some unique ways state and districts are utilizing their funds in the 3 priority areas (i.e. examples of both state activities and LEA activities).

More frequent communications that lead to cohort development between states.

More clarity around the effective use of technology. More clarity around reporting and monitoring.

Provide information far enough in advance of reporting so that we are not scrambling at the last minute to gather needed data.

Constant and consistent communication

## Supporting Effective Instruction (Title II, Part A)

### CORE QUESTIONS

**Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for the [PROGRAM OFFICE].**

Title I and the Arts Coordinator have an Arts Integration grant program that offers PD and opportunities for students to use the Arts and STEM content areas to increase academic achievement, engage students and provide life-long skills.

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

The search engine on the ED website returns too much outdated information.

Reach out to states - offer the opportunities on a regular basis and let us know what is available

Weekly/Monthly call in time might help.

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

I don't do this

Not sure, completed by other staff

not sure

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

No comments

**Q57. Describe your best customer service experience during the past 12 months with the ED staff who work on this program.**

Customer service has been informative, consistent and continuous. We do not have a single best customer service example.

responsiveness to questions in timely manner

Over the last 12 months, specific to USED's help with Title II, not too much comes to mind. We receive some guidance matters and provide surveys from OSS or their contractor AIR.

Direct/immediate response from [redacted]

Timely response. Even if they may not have an immediate answer for me, they are excellent about acknowledging my inquiry and indicating next steps and actually following through on those next steps.

State contacts responsive to needs and questions

[redacted] responds to questions in a timely and knowledgeable manner.

I have not had much customer experience this year.

Cannot recall a specific experience, but OSS is always responsive and willing to talk through issues.

My best customer service experience was the Title II Survey webinar and the upcoming deadline reminder emails.

Calls and emails have always been handled professionally. OSS Staff have been very kind and try to be helpful when asked.

the ED staff has provided good customer service in keeping us informed with anything related to the grant. They are also very responsive to inquiries.

I submitted a question and the ED staff who responded let me know that he would need a few days to research/verify the information, and in a few days he contacted me directly.

Due to staff changes, we needed some contact information changed, and we got a quick reply and received prompt service. The webinars are helpful.

**Q58. Describe your worst customer service experience during the past 12 months with the ED staff who work on this program.**

I would not call it a 'worst' experience but it always takes a long time to get a reply when asking programmatic questions. Things that I think should be a quick and easy 'yes' or 'no' takes ED up to a week, week and a half to answer.

N/A

n/a

Similar to the last question, we have not had many questions specific to Title II. For all grants, the G5 system has to be more userfriendly and put specific title names along with CFDA numbers.

Unresponsiveness of the Office of State Support after Quarterly calls

I honestly have not had a bad customer service experience with ED staff relative to this program.

na

[redacted] is completely worthless. I once waited in excess of six weeks for an answer from him, and was only at the urging of [redacted] by my chief to get him to get in contact with me.

First set of questions we submitted we not answered for 6 months. Recently, the timing did improve.

When the OSS has to ask for legal advice it takes so long to get a response, sometimes the LEA has changed plans. This is not the fault of my program officers.

Cannot recall a bad experience.

The worst customer service was the presentation from REL Southeast. The content was not presented in a hands-on manner, and the presenter was not engaging the audience.

When the OSS has to ask an attorney for a response, the lag time is too long. The LEAs waiting for the answer have gone ahead with their plans or are mad that they didn't have a response in time to implement;

Support is always scheduled at very short notice without checking for availability so I normally cannot attend.

We are still waiting for our change in program manager request to be completed for the Title II A G5 access, until this is completed we are unable to access the GAN for Title II A.

I have recently asked a question and have yet to receive a response. I suspect it was forgotten.

Staff has been responsive to requests for answers and information. It has taken a significant amount of time to receive responses, but I am certain appropriate research was being conducted. Thanks!

The OSS email box has seemed to slow down service, compared to when each program had a contact (ie., Title II had one primary contact).

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

Updated guidance documents

More timely replies. Need a guidance document similar to the NCLB one. Loved the question and answer format of the NCLB document and all the different scenarios it covered. The ESSA document is too broad.

The staff that we work through the OSS has provided us with information and always been there to help us with questions that we have. Our concern is more for the support that they are receiving by USDE leadership.

continue to have staff who understand state needs

For all grants, the USED must improve its G5 system to make it more userfriendly. Put clear titles not just CFDA numbers, etc. They can provide best practices of how states use their Title II funds. If they gather data from states, share that in a clear report--so everyone can see what other states do.

In the past, high quality technical assistance on a wide range of issues was provided to SEAs by experts across the ESEA programs. Today it is very difficult to get an answer to grant related questions. Today's generalists don't have a deep knowledge of the programs or the law. In order to meet state needs, please consider staffing program offices with program experts as was done in the past.

Provide ongoing resources relative to the use of Title IIA funds.

Continued support through federal meetings & collaboration with ESEA Network. Partnering with Brustein & Manasevit for program guidance/implementation requirements.

I would frequently complain about intermittent reliability of the ED.GOV website, but that seems to have been resolved.

More clarity in response, faster response and understanding of the wide range of differences between many of the NY state  districts- from urban to rural and everything in between.

Provide and update FAQs. If the purchase is allowable under one circumstance and not another, explain both. No one wants to return funding due to a misunderstanding. Change the monitoring/compliance procedures to permit a misunderstanding one year and a leave a recommendation for future years. (We have not had a finding but this suggestion is in the spirit of collaboration...we are all learning) Offer a PDF of my responses to surveys and tell me if one will or will not be available prior to the start of the survey, If it will not be available, I will take a screen shot of every page as I complete it. We have the technology to produce a PDF summary so we should model 'Effective Use of Technology'. Thank you for the opportunity to participate.

Continue to maintain a single point of contact for states.

The Office of State Support can provide more guidance documents and host more webinars and/or conferences where innovative and effective uses of funds are shared by the office and from other states where activities have been implemented successfully.

Faster response from the legal team would be appreciated. The OSS team is quick to respond.

Communication needs to be less wordy and more to the point.  Support needs to be scheduled at a mutually agreeable time.  Sometimes I get email communication through other members at our office rather than from the department.

Overall service has been good to excellent.

I'm very new in this role. At this time, I cannot provide a description.

good job.  No suggestions.

Continued support and quicker turnaround are all I can offer at this time. Excellent service and a positive attitude are always exhibited. That is much appreciated! Thank you!

The Title IIA guidance is a bit vague, compared with the 2006 Guidance, that is written in a FAQ-style.

## CUSTOM QUESTIONS

**Q9. Think about services offered by OSS in the previous year (e.g., opportunities for peer learning, collaboration calls, grantee meetings, communities of practice, webinars, publication of non-regulatory guidance, support transitioning to the Every Student Succeeds Act) to support your State's implementation of [PROGRAM NAME from Q1]. What services provided by OSS have been most helpful or effective? (Please cite specific examples)**

The state has been a recipient to all of the examples provided in the question. Again, our concern is that staff receive the support they need to provide updated resources. There is a lack of new or updated guidance from USDE and there seems to be barriers placed on staff to getting states updated information.

See other comments

grantee meetings, non-regulatory guidance, and peer learning have been most helpful.

I would have appreciated a little side-bar conversations about the State plans as I was not permitted to see it until it was written and my input was minimal at best.

Willingness to troubleshoot and assist states with implementation.

The Non-Regulatory Guidance has been helpful.

Communities of Practice.

I'm very new in this role, and haven't had the opportunity to benefit from services.

Publications and online access to request assistance.

Webinars are helpful, but the non-guidance is not particularly clear and does not address specific allowability issues to the same extent as the 2006 NCLB guidance for Title II, A. The most helpful piece of guidance has been the Fiscal Changes and Equitable Participation Guidance. More information at that level of specificity would be good.

**Q10. How can OSS services be improved over the next year to better meet the needs of your State as you implement [PROGRAM NAME]? Please cite specific recommendations.**

The OSS staff that we have been working with have been very helpful. What is needed is for the Department to provide program guidance documents that are current/updated for ESSA - not leftover form NCLB and examples of best practices from states that have implemented outstanding Title II programs.

see other answers

Provide high quality technical assistance to SEAs by bringing back program specialists.

Continue to be responsive to State's needs. In addition, continue to share and highlight best practices with regard to program implementation, particularly around supporting LEAs with Evidence Base practices.
Recognizing that all States' needs and cultures are different, it would be nice to be paired with States facing similar challenges. IMHO, it would be beneficial to have States partnering with other States on grant programs. It holds all accountable and everyone learns from everyone else. It would support a

model of national collaboration and growth. It would break down silos. CCSSO, SETDA, and other organizations do this, why isn't our government leading the charge?

Continue to support states with the level of support and responsiveness we have come to expect.

Host more webinars and conferences and release documents with examples of Title II funded innovative activities that are successful around the country.

Post Q & A from other States/LEAs so we don't have to wonder. It is discouraging to have to wait more than a month, as I have had to, in order to get a response from the legal team. After waiting for any amount of time, the response is usually a reiteration of the law, which I know. This discourages future questions, I guess it is supposed to.

Perhaps provide a 'welcome' toolkit; such a toolkit might include the most important/relevant information, checklist, quick references.

Complete research more quickly to increase timeliness of responses.

For our state, the grants under OSS are critical. The funds support our schools in ways that our supports alone could not. We have not had many questions specific to our program, as we have made a lot of decisions on our own. When we do ask for help, we get it. The more specifics in guidance, the better.

## Neglected and Delinquent Program

### CORE QUESTIONS

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

N/A-most assistance is provided through ED Funded technical assistance center

Updated state contact list in order to provided services to states

video conferencing options and 'realtime' web based content

Share ESSA information on a regular basis (Q&As, Discuss ESSA draft guidance, solicit input from SEAs on Q/As for an ESSA guidance, etc.) - such as webinars quarterly. I can't recall ED creating and having a meeting through technology in quite some time. (The tech provider does, but not ED).

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

They have been very helpful.

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

Nothing

**Q57. Describe your best customer service experience during the past 12 months with the ED staff who work on this program.**

[redacted] is always willing to help whenever I call.

I appreciated the personal call from the new ED staff contact for my state. She was very pleasant and has answered emails and phone calls since our intial call.

I received clarifying information regarding the use of Title I, Part D, Subpart 1 funds with Title I, Part D, Subpart 2 funds.

They helped me with my problem until it was solved.

NA

I am fairly new and so my experiences are limited, but I did enjoy meeting the ED staff at the annual meeting in May.

1) Our state requested a statutory waiver. The ED staff were responsive in guiding us through the processes and in acquiring the waiver.

All correspondence has been helpful, efficient and timely. I have never experienced negative incidences with the staff.

When ever I email a question, it is answered in a timely fashion.

As an aside, at all LEAs' and state levels of reporting, we use almost NO PAPER in our reporting to US Dept of Ed . . . so my response to that question is actually not correct. I chose a '7' when I should have chosen 'Not applicable or don't know.' BEST Customer Service Experience: Best: Our State Board of Education, at my request, applied for and received a statutory waiver for how we administer the ND funds. The NDTAC and Federal Team both were helpful in bringing that to a positive closure. Many thanks!! Next Best: Our national conference, again built and supported by NDTAC and the Federal Team, was well done. Third Best: Regular conference calls and webinars are well done. Job well done!! [redacted]

The coordination with NDTAC is impressive. The annual NDTAC conference was excellent and provided a comprehensive and uniform program of information and resources.

The State Director's meeting was very helpful, as always. I appreciated the opportunity to discuss future supports with ed - such as upcoming TA and updated NRG's. It was also good to know that there is now a call in option for attending the conference if my State does not authorize the travel.

TA answers request via e-mail

quick response on current question regarding Supplement not supplant in reference to Title I, Part D.

The ED staff respond to emails in a timely manner and are professional and courteous.

[redacted] has been very helpful working with (and through) NDTAC. Earl has been available for conference call on issues within my state. His availability was very helpful during my first year and half in this position.

None at this time.

There is nothing to describe. Have not utilized ED staff. Only the T.A. provider.

Transitioning information from a previous information to the new director. Asking fundamental questions of a new director and continue to build the program.

ED staff always return e-mails and phone calls in a prompt and efficient manner. ED staff communicate in a manner to minimize anxiety or concerns of the state coordinator at all times when perceived challenges or issues arise. ED staff makes the communication personable to the degree that you feel that you are receiving their undivided attention and they follow through at a later time with a phone call or e-mail to gauge the process made towards the matter being resolved or resolved.
ED is friendly. But usually their hands are tied to provide ESSA specific guidance and Q/A documents. There is so much red tape to get information out to SEAs, hard for me to think of a 'best' customer service experience. do understand it's out of program staff's control because so much has to go through attorneys and long list of people before an answer ever comes out. Had state director's conference in May...it's July - still waiting to see all the parking lot questions posted by SEA staff and the ED answers. They couldn't answer at the conference, still waiting on answers this late date.

Inquiry regarding the submission of annual count results. Prompt response and valuable feedback.

**Q58. Describe your worst customer service experience during the past 12 months with the ED staff who work on this program.**

N/A

N/A-limited experience with ED staff

I don't really have a worst customer service experience, but it sometimes takes several days to get the answer to a question.

ED has been unable to provide any assistance in helping SEA access hard copy award letters.

None

NA

NA

?

All experiences have been positive and helpful. The staff is always knowledgeable and willing to help.

None

none.

The ED staff have been excellent. The website needs some updating and improvement.

It would be helpful to go back to semi-annual/quarterly calls with [redacted] to stay apprised of the latest news.

N/A

While the staff members are responsive, they usually first respond to say they will look into that area or conduct further research, so it takes quite a long time to actually receive a response. When we do receive an answer to a question, it usually is very vague. It is not a practical answer that has no real answer of 'yes' or 'no' something is/not allowable.

None.

Not applicable

Thankfully, I haven't experienced a bad customer service with the program. Which is good because you already nervous about being a new director and asking questions.

Never had one.

Lack of updated ESSA Non-regulator Guidance of Title I, Part D. Lack of timely responses because all has to go through attorneys and others. Lack of response to questions because so many things they are not allowed to respond due to attorneys/etc. SEAs continually asking same ESSA questions, but no responses. All not due to program staff, but those above them not moving forward in a timely manner to

respond to SEAs. ED staff and attorneys attended May state coordinator's conference, but wouldn't answer the majority of questions asked...so SEAs decide, 'why ask.' Sets a bad precedence when questions are not answered. Would be nice to at LEAST get the SEA parking lot questions from May answered in JULY. There was an expectation that questions would be asked in conference, that didn't happen; huge let down. ED not allowing AIR to respond to any ESSA questions. IF ED doesn't have the time, why not allow AIR to respond...?? ED taking months to respond to TA email requests (i.e. 1 question sent in Feb, not answered until late May - end of school year) - WAY to late to assist that LEA due to the nature of the issue.

N/A

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

N/A

Generate non-regulatory guidance for Title ID under ESSA. Provide more clear TA around supplement not supplant for Title ID

It often takes a great deal of time to get a response to a question. It would be helpful if ED could provide an estimated length of time for a response, and periodically (monthly?) check in with states with a brief progress report. Even an note to let the state know that ED is still working on the request would be helpful.

Continuing to stay in regular contact via phone calls, webinars, and emails will benefit our program greatly.

Provide updated Non-regulatory guidance.

Quick turnaround on answers to questions, and answers are real-world applicable, not full of double-talk and lawyer-speak. Is it allowable or not allowable?

More webinars for new people.

Issuing updated non-regulatory guidance would be beneficial. I feel like there hasn't been much guidance at all since ESSA was enacted.

Make sure the State contact person is updated in your system. States cannot participated in your services if you are sending information to the incorrect person.

A new director orientation would be useful. It would be helpful to learn more about how agencies work together to meet the needs of our N and D students.

?

Continue to provide timely updates and opportunities to collaborate with other state coordinators and representatives from OSHS.

Provide updated regulatory guidance document.

Statutorily, ND funds are targeted to address and serve students who are in custody. The federal goal and our state, as have others, is seeking to keep youth out of the birth-to-prison pipeline. We are moving more and more to preventative services as well as seeking to address identifiably high risk students and finding means to keep them OUT OF custody. The challenge with this initiative is that these admirable goals often come as unfunded mandates. The other challenge is PROVING that any funding put into the preventative side really works. How do you measure the success of

preventative services -- cause and effect?  Nonetheless, putting funds towards preventative or programs that reduce students risk factors is still a worthy consideration.

Please make the website more user friendly.  It's confusing to navigate, as is the entire USED website.

By updating the NRG's.

N/A

Receiving concrete answers/responses that are clearly yes or no would be beneficial.

I think overall most states are hoping for official guidance with all things ESSA related. Besides this I can't think of anything, the services I've received have been amazing.

Not applicable.  Like everything.

I've been the state N/D coordinator for over a year. I had no idea that ED provided ANY TA or training or resources. I've only known about the TA provider, who does provide EXCELLENT support and resources for the implementation and facilitation of our N/D program.

At this time I can't think of any services needing improvement.

N/A

See previous comments... In a nutshell, have attorneys and leadership respond to ED program staff in a timely manner so they can get responses back to SEAs. Delays at time means a lack of or insufficient services available to the students. Provide an ESSA Nonregulatory Guidance and addresses all those questions SEAs have submitted over the past 2 years.

Continued and regular support via updates, technical assistance and innovative best practices.

## CUSTOM QUESTIONS

**Q23. What can the Title I, Part D program office do over the next year to meet your state's technical assistance, program improvement and coordination needs?**

N/A

Post non-regulatory TID non-regulatory guidance and specific guidance around supplement not supplant for TID subpart 2.

Provide updated Non-regulatory guidance.

More training for new people.

The NDTAC website needs to be updated in some areas. I've been the state coordinator for almost 4 years, and the person who formerly held the position is still listed as the contact person.

Continue providing the NDTAC and USED Federal Officer technical services and professional learning resources.

contact

Provide examples of how the Part D program office has offered technical assistance, program improvement and coordination to states so new coordinators would have a better understanding of what could be expected. A facilitator to help various state agencies successfully work together in an effort to better serve our neglected and delinquent students would be extremely useful

I cannot think of anything at the moment.

Continue to provide timely support of the state's coordinators by creating more opportunities to collaborate and share ideas.

Updated the non-regulatory guidance document.

They do a great job.

I am looking forward to participating in technical assistance regarding US Ed's program monitoring standards and requirements.

Provide updated guidance for Title I, Part D within the ESSA law. Are there program requirement changes we need to focus on.

Clear answers with specific examples are necessary.

Continue there availability concerning state coordinators questions and concerns. Publish ESSA guidance.

Offer a mid-year conference.

Provide state coordinators technical assistance in data collection and reporting.

Gain greater knowledge about common challenges and issues facing (trench level) state coordinators and then developing a pool of strategies and resources that have the greatest potential to the extent possible in helping the state coordinators meet these challenges or issues.

Provide timely responses. (See all other comments). Publish ESSA Nonregulatory Guidance and TA on ED's monitoring tool/assessment of SEAs.

Continue to provide regular updates, technical assistance and sharing best practices throughout the nation.

# Education for Homeless Children and Youth program

## CORE QUESTIONS

**Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for the [PROGRAM OFFICE].**

Joint guidance is helpful, for example, 'Dear Colleague' letters, or non-regulatory guidance issued by HHS and USED regarding services to foster care youth under ESSA. Similar guidance from HHS and USED on serving homeless students, particularly in relation to SNAP benefits or access to other federal benefit programs would be helpful.

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

Not sure if it's G5 or EDEN

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

I often struggle with navigation, having to visit several pages before I find what I need. I don't know that information is clearly labeled.

Hard to say. Someone else in the department does most of the navigating and submitting, and I check for accuracy. Will forward this survey link to that office.

**Q57. Describe your best customer service experience during the past 12 months with the ED staff who work on this program.**

In past 12 months, my interaction with [redacted] & [redacted] has helped me bring Indiana Education for Homeless Children & Youth in compliance to USED standards.

I manage multiple programs at my SEA and I was struggling with a new program I had been assigned. OSHS staff helped me make contact with support from another division of ED.

assistance with data mapping from NCHE

Responsiveness to email questions and clarifications

I am the Homeless Coordinator for my state most recently I was tasked with gathering data to apply for Impact Aid for displaced students the interaction and assistance I received from the designated department was excellent. The assistance I received from [redacted] and his team is always done in a timely manner and is very helpful to me as the coordinator.

Connecting with NCHE at Serve- staff is professional and responsive

My best customer service experience has been with NCHE staff. [redacted] came and helped with a statewide conference I held for Homeless Liaisons, she and [redacted] and their staff are always immediately responsive, the website has tons of information and is clear and concise. Because of this, I use them almost exclusively for information/guidance on [redacted] - with the exception of guidance

printed by USDOE - in parts of this survey I was not sure whether you were talking about NCHE or the main USDOE page -

[redacted] has been helpful to me on a number of occasions. He is knowledgeable, prompt, and effective.

Prompt response to a question.

Working with [redacted] to address the enrollment concerns of a parent who'd emailed her concerns to all top government educational officials requesting assistance.

rapid response to TA questions emailed

NCHE is very responsive to any question that I might have regarding homelessness.

[redacted] always returns emails and phone calls to me in a timely manner.

Emails from [redacted] are timely, informative, and relevant to a specific outcome. [redacted] is also timely and knowledgeable in his responses to inquiries.

None. Staff have not been particularly helpful in the last 12 months. They did respond to my last request, but the response wasn't particularly helpful. I also felt that my regional support person had very little program knowledge about MV and still needed to learn his job.
[redacted] is a great director. All staff at OSHS are excellent, now that there actually are staff, not just [redacted] and [redacted]! I'm still not used to reaching out directly to ED. Because of the previous lack of staff at the USED EHCY program, I typically reach out to NCHE instead. However, I recently emailed [redacted] regarding a question regarding a new 'Dear Colleague' email, and got a response the same day, not just to my initial question, but to my follow up questions.

Quick responses, availability to answer questions, and willingness to problem solve.

SEA application for assistance for Homeless Children and Youth DUNS [redacted] Emergency Impact Aid Title- IV Hurricanes Education Recovery Act application process

Everyone calls or emails back right away, with helpful tips or guidance to find resources. The follow through isn't always there though.

Attending the annual meeting of State Coordinators for the Education of Homeless Children and Youth in D.C. is always the BEST customer service and technical assistance of the year!

Follow-up emails to ensure that I 'get it'.

Communication with the National Center for Homeless Education has consistently been helpful. Responses have been comprehensive and generally timely.

**Q58. Describe your worst customer service experience during the past 12 months with the ED staff who work on this program.**

n/a

None at this time

Uploading Impact Aid documents for the grant application to the application portal.

General handling of both the Emergency Impact Aid for Displaced Student Application and the related Homeless application seemed slow and somewhat cumbersome.

I have never experienced customer service!!!

I had some trouble getting information and then a straight answer on whether or not students arriving in Alaska from areas affected by the recent hurricanes would be eligible, and for which hurricane grant. In the end, we decided not to apply for these funds.

None

Trying to figure out who to contact on an issue.

N/A

better than last year, but continued lack of transparency from staff about Federal Coordinator during SC meeting. Comments made suggest a lack of understanding about the role and responsibilities of state coordinators, and most importantly, the context in which we work.

I don't feel I have had any services that would be the worst customer service.

I really have NEVER experience a bad customer service experience with ED staff.

I think [redacted] misspelled a word in an email response one time, but I could be wrong.

Regional support staff were not hired based on any experience working with homeless students at the local or state level.

N/A

N/A

N/A

Haven't had a bad customer service experience.

Having new EHCY regional staff insist that my supervisor and finance manager did NOT need to be involved on a call where we discussed the program. I got scolded for even participating without them! (Yes, really... sigh.)

N/A

N/A

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

n/a

Increase number of online check-in meetings (webinars with federal program staff). Provide additional TA on data collection and use.

Regional meetings for state coordinators.

I would just want to keep information available at all times.

Always keep in mind how policies and guidance affect or will be interpreted by very rural districts with small populations. Most of our districts have fewer than 1,000 students in the entire district.

I would like to see some different subjects addressed in the webinars. They tend to always be the same topics.

N/A

Continue to streamline how data can be shared and analyzed. Liaisons with many years of experience have reported they would like more resources that get 'into the weeds' with thorny topics - more detail about confirming eligibility and working through disputes, for example.

I think having more frequent State Homeless Coordinator calls would be helpful.

I cannot think of a single thing they could do. I always receive prompt and timely help when I need it.

Address key questions in the NRG, e.g., how are the Title IX pre-k provisions to be handled in a state or community that does not have universal pre-k? how does the Title IX provision for a 'designated receiving school' apply in an LEA that does not designate receiving schools except by student address at the time of enrollment? (some states have large geographic districts and, as a practice, do not designate or define feeder patters)
Under the current circumstances I'm not sure if there is a way to improve services. Staff need to be adequately trained to perform their jobs. Staff positions should require background knowledge and experience in the area that they will support.
With reauthorization, it was hard to get answers from OSHS. When received, they were vague. I would like to see examples of successful programs and promising practices. I understand this is listed in the monitoring letters, but it would be nice just to have a document that lists all of them, so we don't have to go into each report. I love having the state plans online, along with the MV peer review. It just gives us good examples of other programs. States have very limited staff to run the EHCY program. Often only 1 staff member or less than one staff member runs the program. States that have more staff are more successful in identifying homeless children and youth, and working towards their success. We have been told that the only way to get personal TA from ED EHCY or NCHE is to qualify via a needs assessment. We have depended on this assistance with statewide conferences and TA for years, but may no longer receive it, although the number of ED staff has increased. So I would like to see the TA and program assistance to SEAs continue as it had in the past. Some state coordinators are starting to hear that our allowability to travel to conferences (to gain program knowledge), to provide TA and monitor LEAS, will soon be limited, although our funding IS to provide such services. When the state coordinator visits an LEA, and when the ED staff visit an SEA, via monitoring or TA, it give weight to the programs importance. We need USED to remind SEA superintendents and COOs of the statute and requirements for state coordinators to perform these duties, and that is what our funding is for. While it is nice to allow for flexibility, it is often used do the basic minimum to keep funding, which does not allow for state coordinators to achieve program success. Reminders of the important role of the unique needs of students experiencing homelessness to higher ups within our organizations is helpful. The letters from USED regarding the importance of the state coordinator conference and the NAEHCY conference holds weight. MV would like to be asked to the Title I table. Title I has weight because they have a lot of funding, but we are never asked to attend their conference. As a result, MV is the red-headed step child of Title IA. We are an afterthought. Our measly funds require smart goals whose outcomes are tracked, while Title IA doesn't look for empirical evidence that what they spend millions on actually produces successful outcomes. And when it comes to homeless, they treat our students as they treat all students, although ESSA states that homeless students have unique needs above traditional Title I students. Reporting of outcomes for chronic absenteeism, drop out, and grad rate

will help. Thank you for that! I only wish it were required for LEA report cards, not just state level. Public reporting for LEAs would force them to look at what is truly happening. I love the LEA level data provided to us from USED! That is so helpful! Any fact sheets such as the ones ICPH provides for some states would be helpful!

I don't think that there is anything that they can do to improve.

I have seen there access and availability improve this last year greatly e-mail, call are answered in a timely manner by the program POC. Very happy with this change

Onging guidance with a monitoring template would be helpful. Knowing the best case for a state's program will enable us to reach for that and create systems to support that ideal. The model can then be used with our subgrantees so that programs are aligned and organized together.
Issue JOINT Guidance with the Title I, Part A section so that our programs are able to work more effectively together. Provide DATES for the documents posted on websites, so users can see which is most relevant and pertinent. Better define and articulate the roles of the regional EHCY staff to SEA leadership.

N/A

N/A

## CUSTOM QUESTIONS

**Q11. Please respond to the following open-ended question regarding your thoughts on how to improve the assistance and monitoring you receive. What can the Education for Homeless Children and Youth program office do over the next year to meet your state's TA, program improvement and coordination needs?**

n/a

There are significant changes to ED's monitoring process and support to understand and prepare the changes would be helpful.

Regional meetings, not just all states in DC

NA

More examples of what is going on at the district levels. Maybe states should present some info about what districts are actually doing with regard to services

Just be there to answer questions when needed.

NCHE is excellent. As I am fairly new to the position, I can't think of anything more that they could do.

Webinars that have people in the field explain their promising practices or research based practices.

Support an upcoming LEA homeless liaison training in Sept. 2018 or in 2019.

see previous comment

Update more of the briefs to meet ESSA requirements. Offer more legal advice on how/if foster children might still be qualified as 'McKinney-Vento eligible'.

Provide us more time with ED staff and NCHE. If you could only build in more time in the day!

Continue to be available to come to a state to provide training and technical assistance to LEAs.

State program officers need to be more aware of the unique needs of states that are rural, have small populations, and have less access to resources located in their communities.

Same as I requested from USED.

Just be patient.

It'd be great to see a working draft of the monitoring template so that we know how to move our program and can check on the different elements, share consistent expectations, align with other programs where appropriate.
Make it easier to learn other states' best practices and models for program elements and strategies.
NOT hold the State Coordinators meetings at the USED building - the cost to get there from the hotel across town was prohibitive and very time consuming. Much easier for a few staff to come to the hotel where we are all located. Some JOINT Guidance on cross-office program implementation would be much appreciated.

Expectations on monitoring

NCHE consistently provides quality, timely technical assistance.  Any efforts to expand NCHE capacity to serve will be helpful.

Provide consistent guidance addressing program improvement, including strategies and resources.

# Rural and Low Income School Program (RLIS)

## CORE QUESTIONS

**Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for the [PROGRAM OFFICE].**

Emails are rarely answered and phone calls not returned. Also, information given (when it is given) is sometimes incorrect.

When filling out the forms for REAP states are asked to submit Title II allocation amounts. The REAP office was unaware that final Title II allocations would not be available by the time the REAP forms were due. I asked about this several times and the office was unaware of the issue. It wasn't until after forms were submitted the office realized the error and used prior year data.

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

This office needs restructuring and much better oversight.

Conference calls work to some extent, but being able to have a scheduled video conference so that all participants can see and clearly hear who it is that is talking would be very helpful.

Improve webinar content and make it relevant to the LEAs through thorough content analysis.

Understanding the position of ED staff with regard to guidance, it would be helpful to have more specific guidance around the program principles that states should be implementing.

The connections on the annual webinars could be better.

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

max.gov

submission done in different department

NA for me

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

Excellent

Good

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

None.

I have none at this time.

Faster response times.

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

I have no suggestions.

**Q57. Describe your best customer service experience during the past 12 months with the ED staff who work on this program.**

The process for determining eligibility of districts was modified to meet the needs of the state's ability to allocate funds by the July 1st timeline.

The best customer service experience I've had in the past twelve months came last month in a call that I had with [redacted] and [redacted] when they provided clarity on the process that was needed for some Maine LEAs to switch from the SRSA cohort to the RLIS cohort. They were able to provide clear reasoning as well as steps for us to take to help ensure that the LEAs would indeed be moved. Both ED staff were professional, listened to concerns that we needed to express, and then came back with actionable solutions.

Any communication with [redacted] is always beneficial.

Only encounter was with the eligibility process on MAX.gov. It went smoothly.

I continue to have an excellent rapport with [redacted]. She is knowledgeable, helpful, responsive, and very personable. This is only my third year with this program...what with learning the program and all the changes that have taken place in the last two years and our issues with direct funded charter schools... [redacted]t has helped me to learn the ins and outs and has guided me through the process. Thank you [redacted]!!

I am able to call or email my REAP state contact and get a response within 1 day. Always willing to help with any question from us as a state or LEA. Excellent service. Very responsive.

We had an LEA that was assigned to the RLIS grant when they requested the SRSA. ED staff realized this decision hurt the LEA and correct the problem. They were very helpful in correcting the issue.

As a new coordinator, when I was able to get a hold of someone, they were always patient with my very simple questions. They walked through my issues and helped me resolve whatever issue I had had the moment.

Questions asked directly to our state's contact in the REAP office have been responded to in a timely manner.

In our state, a member of our Financial Operations staff is listed as the SEA contact person for REAP/RLIS. She and one of her staff members submits the information to ED. She forwards the information she receives about REAP/RLIS to two of us on the ESEA Federal Programs Team (the ESEA Program Coordinator and the Education Specialist who oversees RLIS).

I appreciate [redacted]. He responds quickly, communicates clearly, exercises reasonable flexibility, and seems to understand the programs he administers. Unfortunately, this cannot be said for the rest of the REAP team.

Responsive to my emails.

Timely responses.

My program officer [redacted] called to tell me about a conference in my area and introduced me to some people in his area who were going.

**Q58. Describe your worst customer service experience during the past 12 months with the ED staff who work on this program.**

Lack of response from Rural

For FY 18 RLIS funds, we did not receive our amount for allocations until Sept. This reduced the availability of funds for districts by 3 months.

My worst customer service experience is related to questions a particular district sent to ED staff, partially about my agency's choices and authority. ED answered with no consultation with my agency or me, and when I have emailed asking clarifying questions, I have receive no response from ED. I felt very unsupported, and if anything thrown under the bus. ED gave answers to the district that justified their concerns and allowed me no space to give context. The district has gone on to contact their legislators and my agency head acting on ED information that turned this encounter adversarial instead of collaborative. I have still received no response from ED.
The worst customer service experience in the past 12 months I've had was in trying to get Maine's Alternative Funding Formula approved. We had started the process back in October and went months without hearing anything from anyone after repeated attempts to contact folks at ED. It wasn't until late February when we received any type of feedback, to which we quickly turned around some solutions and resubmitted to ED only to wait almost an entire month for any additional feedback while the SRSA Application deadline ticked down.

Not receiving return calls or emails.

None

I haven't had a bad experience...ever! The REAP Team has always been available and helpful.

none

We had a question.The staff was unaware of the laws surround the question. We had to give them information about the USDE law, that information then had to go to their legal department. It took weeks to get an answer. Most questions to the staff take several weeks to get an answer and involve numerous staff members.
There were definitely times that I was trying to reach my representative and couldn't reach her or calls were not returned. I later understood why but it was frustrating when I was new and needed technical support. I finally just started calling the lead person because I needed support and was making some mistakes that I needed help fixing.
When copying the REAP office on a communication with an SRSA grant recipient concerning allowability of a proposed expenditure, the REAP office did not appear to respond to confirm agreement or disagreement with our view of the expenditure in a grant that is administered by the REAP office.

Have not had any.

NA

The REAP team does not seem to understand ESEA and share and post incorrect information. Districts fail to apply for REAP funds because the application instructions are too confusing. [redacted] seems to be purposefully unhelpful. Max.gov is over-used. SEAS have to log into get even the smallest scrap of information. The email that tells us to check out updates in Max.gov should do a better job of indicating what the update is or simply state the information in the email.

N/A

None to report.

N/A

Reap group not responsive to LEAs technical difficulties with Max.gov

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

Begin by answering emails and call.

They can respond to my emails, and if a district comes to them with concerns, they can at least consult with me when they're giving a response to one of my districts, rather than provide incomplete, context-free interpretations of the law and our actions.

I'm not sure at the moment.

Make using MAX easier. ie., communication, finding proper documents

N/A

Knowledge. Staff members should know the program and the laws surrounding it. They should be aware of the information they are requesting from states and when/how that information becomes available. They should know EDGAR and ESSA and be able to answer questions as they relate to their programs.

When representatives are out due to medical issues, have a back up plan so states have a go to person to speak to.

They can share SRSA grant contact information for district applicants and copy state contacts on all communication from the REAP office to district grant recipients.

NA

---Simplify the SRSA application process. LEAs are unnecessarily confused. --Let SEAs know AHEAD of TIME when the REAP eligibility spreadsheet will be distributed, and give us more time to complete it. Last time it was issued right before the Thanksgiving holiday with less than 3 weeks to complete and submit. This is not reasonable. --Meet your own deadlines and communicate more clearly and proactively when you are not going to be able to. --Call up some SEAs in advance (some large states and some small states) to help yourselves proactively see road blocks. How did you not realize/predict that state's would not yet know how much Title IV-A funds each district received? --

Use school year instead of fiscal year when referring to the year data is supposed to be collected from or years for which eligibility is being determined.  This is causing confusion and most likely incorrect, inconsistent data.

N/A

Provide examples for use of funds.

Faster response time to emails.

Phone calls and emails could be answered in a more timely manner.

## CUSTOM QUESTIONS

**Q1. How could we make the November 2017 REAP Web-X more beneficial to you? What additional information is needed?**

The introductory Web-X are helpful

The Web-X is great. As a state coordinator, I try to go through the application so that I can assist districts when they call with easy questions. Otherwise I refer them to ED.

Add information about best practices being used by different states and guidance on implementation of the program.

I'm not sure at the moment, as it was 8 months ago.

N/A

I feel these presentations are always beneficial.

Provide description and samples of district reporting to the REAP office related to the SRSA grant.

Allowable use of RLIS funds

NA

November 2018? Warn in advance when spreadsheet will be distributed and give us more time to complete. Use school year (e.g. 'report amount of IV-A funds each LEA received for the 17-18 school year') instead of fiscal year. SEAs might receive FY17 IV-A funds but give them to districts in FY18, so it's unclear which year you mean.

No suggestions.

Provide innovative ideas on how to use the funds.

The information provided is usually fine. It's the technology that could be improved.

**Q4. How frequently would you like to have webinars or other means of technical assistance?**

For state coordinators, I would like to hear about resources that are available for us to work with districts on education reform.

1-2 per year is fine.

Twice a year maybe?

At least quarterly.

1 per year

I think the current timeline is sufficient.

quarterly or every other month

2 times per year is sufficient

At least 3 times a year

Quarterly

Monthly is reasonable

Would like shorter webinars and documents that are written more clearly with accurate information.

Quarterly

At least quarterly during the implementation phases of ESSA.

Quarterly or Semi-Annual

As needed:  when new information becomes available.

biannually

**Q5. What could the REAP team do to improve the content of technical assistance?**

They could include best practice suggestions and implementation guidance.

A FAQ that is updated monthly.

N/A

Answer questions during webinars.

NA

Improve clarity and accuracy.

emails and Webinars.

Update the current TA tools available to states and districts.

It's fine.

Improve responsiveness during the submission period

**Q7. How can we improve the content and navigation of our online resources, (http://www2 ed gov/programs/reaprlisp/index html and http://www2 ed gov/programs/reapsrsa/index.html) in order to make your experience more useful?**

There is still a lot of NCLB information on the site that makes it confusing to know what is still relevant and what is outdated.

N/A

Currently the latest awards on the page are from FY2014. Updated information would be a great start.

When new or updated data/information is available, get it posted more quickly.

Currently, it can be challenging to locate the most relevant information needed on ED's website.

Update more quickly.

Link to ESSA requirements rather than to NCLB. For example, when you click on the links that take you to Title I, Part A, it leads you to NCLB language and not ESSA. New program managers have an expectation that information on the website is the most current and may not realize the need to access the ESSA link.

Make sure documents are updated.

**Q8. What recommendations would you like to make to the REAP program staff to assist you in administering your grant effectively?**

None at this time.

N/A

see previous comments

NA

Read ESEA. Learn more about allowable uses under other Title Programs.

None

Having pre-recorded material to share with new coordinators that is accessible at anytime. The content should cover the basics of the program like monitoring, implementation, and performance indicators.

Share what LEAs across the nation are doing.

The staff is great, with the exception of returning phone calls and emails in a timely fashion.

# Payments for Federal Property (Section 7002)

## CORE QUESTIONS

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

WAWF

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

I do appreciate that anytime I do have a question I have no problem getting it answered. The staff is very knowledgeable and courteous always.

New access codes when you time out

I knew nothing about the grant. They were very helpful. Thanks.

helped in obtaining password

They were very friendly, and patient. They walked through the steps and made sure that everything was resolved.

[redacted] and [redacted] have always been extremely helpful whenever I have had some questions or needed some help completing the application.

I haven't really needed to call them; however, when I did everything I needed to accomplish they helped me!

Online password reset. I did not speak to anyone but the reset response was quick.

The individual was very helpful and was eager to assist me with my issue

I have mostly been involved in the security aspect and resetting the account. The help has been fine.

Each October I begin the 7002 data entry process, however when I logged into my G5 account the new application was not present. I contacted the help desk; within seconds the analyst provided me the date that the new application would be available.

I do not remember the details, but I remember that my concern was taken care of quickly with courteous and professional help.

Helpful

They helped me login to a lapsed account.

Needed to unlock my account because I'd forgotten my password - they stayed on the line as they helped with the issue. They were very helpful and quick!

Unlocking my account.

When I have had to call they are always quick to respond, get me immediate assistance or information needed, and never make me feel like my question is silly. I appreciate their help and professionalism.

I didn't need to use the helpdesk.

No contact with the help desk in the past 12 months.

Don't think I have had to use the help desk in the past 12 months.

Excellent, no problems...I got completed what I needed to complete

Very helpful and provided easy to understand instructions. Really grateful for the friendly customer service.

I received a random email, and the help desk addressed it in a timely manner.

NA

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

Nothing

Nothing

They were friendly and accommodating.

N/A

No suggestions for improvement at this time.

Website functions and making them more simplistic.

No recommendations at this time.

I do not have any suggestions. I appreciate people being nice! Thank you!

I have not called the help desk.

Not locking the accounts...impact aid applications only take place once a year but every year your account is deactivated.

Don't do scheduled maintenance just before grant due dates.

Don't see anything from what I experienced that needed improved

None

Continue with the great service and positive calm support.

NA

NA

NA

None at this time.

All went well

On the website easy access to who to call or how to best reach someone. When help is needed it's really an on demand moment, but not always possible to get help on the spot which delays the process.

NA

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

I have only used it once. As I recall, I forgot to hit a button or something and it was never sent. I never realized it. I didn't get the grant. I think it was a REAP grant.

it should be easier to use

It is user friendly.

Cumbersome to save as draft, confirm data and save in final form. Would be easier to save all as drafts and confirm document in its entirety at the end. We may save something and then get to another part and realize a change was needed.

Ease of navigation and ability to reference back to previous application

Somehow allow the navigation continuously through each field/table.

Make the site a little more user friendly with a sleeker look. This is not a big deal. I am stretching for suggestions. I find it easy to use.

I have been happy with the system.

The grant applications pages include radio buttons that often lag, there should a more smooth transition between pages....you often have to click out and then click you way back thru...the process is not very user friendly.

Don't know...

The system appears to be sufficient to me.

I have trouble locating grants and to see payments once they have been made.

The system is fine.

Interactive help or video with instructions.

Not being able to navigate using the back arrow is difficult.

na

**Q57. Describe your best customer service experience during the past 12 months with the ED staff who work on this program.**

Every call was helpful.

[redacted] is awesome!!!

It has been fine.

No interaction other then automatic reset of password.

As mentioned, most of my contact has been associated with security and it has been fine with no problems..

I emailed with staff once, and they were very helpful. I am sorry I do not recall the exact details.

I always get the help that I need.

I have the email information of a ED staff and they ALWAYS go above and beyond when helping with the application process, from submitting the correct information to uploading the completion pages.

I needed information on prior fiscal years and staff did an excellent job of listening and responding to my needs.

My entire experience has been positive. At this time I do not have any concerns.

NA

None in the past 12 months, so I guess that means everything is going well.

[redacted] is excellent...she is always available for questions, assistance and guidance.

I am new to the program and someone was on the phone with me to explain and help that was such a lifesaver or else I would not have been able to figure out on my own. The site is not intuitive if you are using for the first time.

NA

**Q58. Describe your worst customer service experience during the past 12 months with the ED staff who work on this program.**

nothing

I cannot really think of any

None

See previous.

Have not had any 'worst' experiences.

I have not had a bad experience.

No bad experiences

I have not had any bad experiences when working with the ED staff

None

Positive and informative.

I did not experience any negative experiences this year.

NA

None.

Never had a worst, the staff is wonderful!

NA

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

I am satisfied with the service.

I received something back which had to be filled out by Town and Returned. I would have liked to know if it had been done. They aren't always reliable. I guess I mean some tracking information.

It ok as is.

I am very pleased with the services provided.

Impact Aid is by far the easiest grant I have to work with.

Nothing comes to my mind at this point. Thanks.

Continue to provide updates on the application process and have more historical data available at website.

Convince legislators that this is a valuable and much needed program to aid schools that are heavily impacted by federal lands. As a rural Western Kentucky county; the funds we receive through Section 7002 help our students prepare for their futures.

People make a program work. Keep good people in place who are courteous and care about what they do.

I can't think of anything

Making the G5 website a little more user friendly.

The people in the Office of Impact Aid are great! My dissatisfaction is with the Federal Government only sending us 8 cents on the dollar of what we are owed for loss of tax revenue because the Federal Government took taxable land off our tax roles. Unlike most Federal spending, this is a problem that was created by the Federal Government. This program should be forward funded and fully funded as soon as possible.

I have only had qualify support from them so I have none.

The Office is fine. Congress could improve the process by completing their job in a timely manner and provide appropriate funding.

NA

I have been involved with Impact Aid for eight years. When I had a consistent representative ([redacted]) I received the information that I needed. I had to pry at times, but still received it. With the hiring freeze in the department communication has been much slower. We receive our 90% payments like clockwork, thank goodness, but I have not heard anything about remaining funds in over a year. Impact Representatives should reach out to local districts and give updates. I know where to find the information if I really need it, but new people would probably be frustrated and lost.

would appreciate updates regarding when to expect payments

The Office of Impact Aid Program has always been very responsive and cooperative with me and my office.

Simple, clear information and ability to call someone for help and get a response in a few days. Frequent email reminders of deadlines is also helpful.

As much as I would like to move to an online collection of this information, I believe it will be very challenging to do based on the lack of technology in certain households and the language barriers we already have in our student population.

Just get payments out quicker

## CUSTOM QUESTIONS

**Q8. Did the presentation and/or materials prepared help you understand your responsibilities in submitting data?**

**a. Yes**

**b. No**

**Q8a. Please explain.**

In the webinar, the step by step explanation helped to understand what was actually in the application. If you had problems or misunderstanding of what was said you could always submit a question to be answered.

It was helpful to review the requirements with the presenter.

All information was presented in a manner that was useful and helpful to me!

Outlined step by step the requirements necessary for final submission.

I found it very informative and helpful.

The presentation refreshes the rules and regulations with regard to the program.

Any webinar I've been on has been very helpful. They take their time seeing everyone understands the process

Showed me in advance what I was expected to complete.

They were clear and thorough and allowed questions to be asked along with the webinar.

It was a good review of the process and the expected documentation needed to complete the process.

Webinar answered questions prior to submission process.

NA

I appreciated the specific examples

**Q10. What additional communications would you like to receive regarding the status of your application, prior to receiving a payment?**

A copy of the review of the application.

As I send before, I would like to receive information about the status on the request after I handed it off to town personnel.

I would like a how to read voucher for dummies book.  An estimate for the allocation would be nice

None

Possibly status updates after submission.  While it may not be feasibly updates on any proposed legislation that may impact the distribution of these funds, so that legislators can be contacted by their constituents.

I think I receive adequate information.  I just never want to miss a deadline, so those reminders are very important.

None

These funds are critical to our District and help us fund support programs for our students who are struggling.

Just a monthly update on the status of the payment.

Things seem to be appropriate at this time.

NA

The status of the remaining funds from prior years.  The 90% initial payment has been a great win for the local districts and now we just need to address remaining funds.

I have not had communications, if there is a place I can check status that would be helpful.

na

# Javits Gifted and Talented Students Education Program

## CORE QUESTIONS

**Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for the [PROGRAM OFFICE].**

G5 Help Desk attempted to be a go-between with our contact since I was having trouble gaining Project Director access to G5.

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

Video Conferencing as one format. We use video conferencing on a regular basis for meetings. It builds relationship and involvement of everyone on the line. Screenshots and directions of what is to be done in terms of submissions, template (examples) and technical assistance on the grant site. Setting up a Google doc so Javits people can share notes from their projects with other awardees. The grant webinar prior to submission was filled with misinformation. Very little technology has been used since funds were received. Javits staff have been slow to repsond or locate information often and blame the same on technology issues e.g. crashed computer...
Beef up website content so there is more info about status of the grant funding, etc. Also, need better documentation about how to navigate in G5. It's hard to understand and our contact was unfamiliar since his system did not match ours so I needed to work with G5 Help Desk staff to add my role, etc.. They were helpful but I would appreciate more written documentation. And, would appreciate it if I was able to better track what was happening myself.

Don't read the powerpoints slide by slide. Use the technology to supplement, etc. the slides

Using Skype or Go To Meeting would be a better way to communicate with grantees. Using these programs would allow the grantee to meet the USDE contact in person, putting a name with a face and making the process more personable. Also, the response time might be improved if there was an expectation of when a response should be expected. There are have been several instances where I have asked a question and it has been weeks or months (sometime never) before a response was given.

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

Twice we have had to change contact information and the staff was extremely knowledgable and helpful.

The Help Desk ED analyst helped me reinstate my password that had expired.

dAsssitance with entry for grant update

When entering Interim Performance Report, assisted by contacting Program Officer to open the report in order to submit data.

Have not contacted the G5 HELPDESK

I've had few interactions with the HELPDESK personnel because most of the actions are clearly explained in the system. In the event that this survey does not ask about the project officer (in contrast to the HELPDESK personnel), I would like to share that one of my Javits Project Officers,

[redacted], is one of the best project officers with whom I have worked. I have had various federal grants over the past 30 years. In almost every case, my project officers have been excellent, but [redacted] is one of the most knowledgeable and responsive individuals with whom I've had the pleasure of working. Her knowledge has helped me to deliver effective project implementation and outcomes.

n/a

I do not recall the specific concern that I had, only that the few times I contacted G5 during the proposal stages they were very helpful

Very courteous when I was unable to remember my 'secret questions'

I've had minimal contact. Contact has been satisfactory.

Excellent service! In calling the G5 Help Desk several times over the past few months, all personnel have been MOST helpful and MOST knowledgeable.

good and helpful

The people I talked with were very helpful but sometimes the case was closed before there ws a final resolution.

The person was so kind and patient with me while I entered my info and asked a hundred questions!

Our representative changed mid-stream and has been accessible.

I have not a best customer service experience.

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

n/a

Your help desk has been great. The site, however, is extremely difficult to use at times.

Response time during high call periods.

none

Interaction was very positive!

Not applicable

I have none at this time.

n/a

Cannot think of any

na

Log in is difficult- possible to simplify?

none

See previous question

I can't really think of an experience that causes me to recommend improvement at this time.

None at this time

A guidance document explaining the numerical system of grant funds.

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

Spacing of print and boxes

Do not have any suggestions.

As a new system user, G5 is fine, just need more time with system.

The system is slow and often instructions from grants officers do not match the system

Make it possible to speak with a person via phone or live chat. Make it easier to print out the reports once they have been put into the system. The inability to print all text boxes as they appear in the system is annoying.

n/a

I only used G5 several months ago when developing proposal and submitting performance report

na

As a new grant manager, I would have found it helpful to have a webinar on navigating the G5 system, especially for reporting purposes.

I'm not a technology expert

There are some item requirements in the performance report system that force types of responses in G5 that are not always appropriate to the responses we need to submit. This may be more of a problem of the form in general, but the set-up for quantitative reporting allows little adjustment to project-specific data.

More user documentation ... make it more self-service friendly

Improved navigation on site  Grouping of FAQs by subject

I have no suggestions at this time

There needs to be a webinar or explanation of the system.

**Q38.  How can the Performance report (data accountability) submission in G5 be improved?**

Keep it simple

There does not seem to be a problem with submitting the report EXCEPT to upload charts and/or graphs.

Performance report submission works well!

Better print-out capabilities.

n/a

Cannot think of any ways

na

It would be helpful to have more time to complete the document- information should be sent earlier by Javits Office personnel.

Not sure.  New to position so I haven't done this yet.  I will say that the it's hard to navigate to see previous reports.  Menus used don't make much sense to me.

Enlarge the fields to enter information. Include the ability to upload PDF files in addition to entering information in separate fields.

Not suggestions at this time.

In this first year of our grant, I have nothing to compare this to.  I have no suggestions at this time.

Webinar or guidance offered through USDE contact.

**Q57.  Describe your best customer service experience during the past 12 months with the ED staff who work on this program.**

Staff members have always been able questions and assist in an extremely prompt and efficient way!

Assistance in explaining the information requested on a budget template

Clarity of issues , etc. from [redacted]....

As a new grantee, the first phone meeting was very helpful and responsive!

[redacted] has been extraordinary in prompt and through responses to questions posed via email and phone.

Interacting with [redacted] on any questions I have about the Javits program is always helpful. She is focused, clear, and unfailingly quick to respond. That's service!

n/a

I have had few contacts with ED staff over the past 12 months for I have not had any problems

general guidance

help with signing into G5 was almost immediate.

I have had excellent support from my program officer - she is responsive, clear, prompt, and supportive.

Getting almost immediate response from G5 Help Desk staffer

Excellent support with budget amendment questions!

My grant director has been very patient and understanding of my ill health this year. She has provided assistance when I needed it and is always very responsive to emails or phone calls.

Willingness to engage in phone consultation

I have not had a best customer experience. The response times to my questions have been very slow - weeks - or not at all.

**Q58. Describe your worst customer service experience during the past 12 months with the ED staff who work on this program.**

There are none.

No substantial feedback

Difficulty with contacting and understanding from Javits grant officer assigned to the specific grant

Don't have one!

[redacted] has been unable to answer questions and has not been able to arrange conference calls so my co-PI at another university can join the call. He has been unable to access information in G5 so I must repeat it, and he does not seem able to understand the complexity of our grant.

Confusion on the part of a recently assigned project officer who was new to our project. He did not recall our having completed a monitoring call, perhaps because he had mistaken our project for another project also under his supervision.

n/a

Same as prior response

na

N/A

No response from our state's contact, especially related to email inquiries.

Nothing has been bad!

Approval for rollover expenditure has been a challenge.

In the beginning of the grant period, the department asked a question about indirect cost. It was five months before the department had a response from USDE, placing the project at risk due to the activities being unable to begin.

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

They cannot unless they are able to redesign the G5 site.

Get to know the grant program not just the paperwork- support and encourage - Increase meetings in Washington for a gathering of current awardees

it seems important to assure the grantee that the officer assigned to the specific grant is up to date on information and available on a regular basis.

Continue with the responsiveness to questions.

Screen project officers more carefully.

Maintain knowledgeable people with experience at the US Department of Education on staff. Individuals with an educational background are vital to understanding how research and demonstration project can be carried out in the real world of K-12 classrooms and schools. The K-12 environment differs from higher education. It also differs from workplace environments. To improve education, we need individuals who are knowledgeable about early childhood and elementary education interventions.

n/a

I do not believe OAI has ever contacted me, only the Javits staff

na

There has been a great deal of turnover in the Javits office. Each time we are assigned a new contact the contact knows very little about our project. Reducing turnover would be helpful. Responding to questions in a timely fashion is necessary.

I have had excellent service from my Program Officer! Always helpful and knowledgeable!

Website updating, including more details on past Javits grants, would be useful. Also, the delays in paperwork and problems with accessing materials in G5 have been frustrating for many project directors with whom I have spoken.

As a new person, I felt I had little support in trying to be listed as a new Project Director ... nor was there any documentation of the necessary steps that I was supposed to take. That's unacceptable.

If it is possible, we would appreciate having a consistent Program Officer as they become familiar with the details of our project and unique needs.

I have no issues with their service!

Continue to build our capacity to participate in initiatives such as Javits.

Communication and guidance

## CUSTOM QUESTIONS

**Q6. What topics would you like discussed during Javits meetings, webinars, or phone calls to help you implement a high-quality program?**

Conversation with other grantees about challenges and success in implementing their projects Increased information about start-up processes and requirements

More discussion regarding the dissemination of information from all grants to affect the field of gifted and general eduction

Examples from other states about implementation best practices.

Ways data is used by the Department Financial information (what are expectations for spending, etc.) How to reconcile the reporting requirements (especially financial) with the grant cycle

Instrumentation issues, particularly related to ceiling problems. Discussions of instruments which are performing well.

n/a

information on newest G/T resources. I do not have any problems with my project

I have not needed any assistance from ED in implementation.

Because we seem to always be working with a new representative we speak mostly about what we've done to date. Very little advice has been given to us.

I appreciate the current approach of reviewing current status and looking ahead to upcoming steps and reporting requirements.

No-cost extensions, preview of upcoming reports, etc.

Successes of other projects; effective resources; strategies to overcome common road blocks; etc.

Reporting, overall success of implementation of grant, obstacles of implementation, etc.

Grant management

Timelines, due dates, report information

**Q7. Please share any comments and/or ideas on how the Javits team can improve its support of your project-specific work.**

The Director of the team is outstanding in responding to inquiries, providing information, etc. It seems imperative to have officers under the tutelage of the Director who are as informed as she is.

Provide research about effective evidence-based practices related to providing GT programming for underserved, underrepresented populations.

I had an extraordinarily positive experience when [redacted] was my grant supervisor and an extraordinarily negative experience with [redacted]. Please screen project supervisors more carefully.

While technology is certainly useful for day-to-day interactions. The project meetings in Washington DC should take place at least every second year. We learn a great deal from one another.

n/a

more frequent communication

na

Please stablizie staff assignmemts- we've had many contacts and they no little about our project. In 2 1/2 years we've had four!

N/A

I am apprecitive of teh level of support that I now receive.

None at this time

Respond to the grantee in a timely manner - 24 hours

# Payments for Federally Connected Children (Section 7003)

## CORE QUESTIONS

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

We just need better assistance on applying and what changes we need to make to be in compliance with all regulations.

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

SAM for other and it is a pain

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

They helped guide me to unlock and access my account by resetting my password.

I do not think I worked with a G5 representative.

When I access the system so few times a year it is nice to have them to work with

I was locked out on occasion but called the helpdesk and they helped me immediately.

I was unclear how to upload documents to the system. The helpdesk walked me through the process while I was on the phone with them. They then checked the system to make sure it was done correctly while I was still on the phone. They were extremely helpful.

I don't recall having contacted the G5 HELPDESK Ed

I feel the application works great but the first time using the program prompted more calls to the help desk. I have always had great support when needing to contact anyone with either the help desk or dept of ed.

Very good.

Always very helpful and pleasant to speak with

They often work to ensure questions are answered promptly. I received help within minutes.

She told me that I should not use Internet Explorer, that I should use Chrome as the browser.

I participated in a webinar for the Indian Policy changes. This was helpful and gave clear instructions on how to be compliant with new laws. There was also plenty of time devoted to Q and A.

N/A

No recollection of a best experience.

Did not work with the G5 Helpdesk Ed

Very helpful and quick to answer my calls. :)

It's was satisfactory as my query was met with friendly assistance and resolved quickly.

They were very prompt and patience with helping me get back into my account

I don't have any experience to report.

Super easy!

I have always appreciated the assistance given by the G5 Help desk!!! They are very helpful and professional!

N/A

no contact

The really are great at problem solving with me and getting a resolution quickly.

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

None

N/A

N/A

I would recommend to not have to go to the authenticator every time you want to get in your account. A password only should be the only way into the account. The authenticator takes up too much time.

I have none.

More step by step instructions in the application and what the fields mean may alleviate calls to the help desk.

?

None

None. Very nice and understanding staff.

None

NA

N/A

I'm not certain how to improve the system.

N/A

None

Making sure forms can accept data inputted.

N/A

None. They were very helpful

I was unable to upload materials for the Impact Aid application.

I have no recommendations at this time as I have been very pleased.

N/A

None

Re-setting password can be very challenging. The last time I did this, 2 weeks ago, I received a message that the password change was successful but then I received another email stating I needed t change it because I had not been on the site and I had to go in and change it again just one week later

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

Being new to this role and having to learn it was challenging. I had to seek the support of the previous person who reported.

don't have any advice to offer

Get rid of having to download the authenticator app and go to it every time you want to log in to your account. A simple password should be sufficient.

I can't think of any.

The step by step instructions would be helpful. I remember trying to find what some of the fields mean or a description before having to enter the information.

Directions should be clearer

G5 seems a little outdated but the ease of the system achieves the grant process goals.

Instructions should be on the page you are working on.

NA

Don't know

I'm not certain how the system could improve.

I was locked out of my system to view certain screens and had to log back in.

It needs a cosmetic update and provide a more intuitive experience.

I have had no issues on using G5 Grants Management System!

I don't have any input.

NA

None

Access to the previous and next pages for the application can be burdensome as it is being completed

**Q57. Describe your best customer service experience during the past 12 months with the ED staff who work on this program.**

When I called the customer service representative was very helpful. The issue is that for the first time in this position- I did not know the question(s) to ask, therefore I didn't know what information I was supposed to gather.

Impact Aid Emergency Construction information request

The best experience is always with [redacted]. We've had some problems with certain analysts and can't get anywhere with them but [redacted] is always there to help us and we appreciate her very much.

Assistance with uploading reports.

I haven't had much interaction with staff to comment

An Emailed question was responded to almost immediately. The information was obtained quickly and was accurate.

The impact reviewer, she was very helpful and professional

The telephone discussions have been helpful for completion of applications.

Customer service was always professional and our problems were regarded and validated.

I have not worked with a staffer in the last 12 months.

No direct contact

I can't recall a best experience.

Do not contact ED staff looking for assistance

I don't have any input.

Their eagerness to respond and assist.

They are great.

The liaison assigned to our state is very helpful and friendly, working to assist in any way possible to get our application in completely and efficiently while covering all the necessar6y bases.

[redacted] and [redacted], his Supervisor have been amazing in their concern and excellence in helping our small school district Kashia which serves native American children from the Pomo Kashia Reservation. Technology is not yet dependable here. They have personally taken time to make sure our application was completed correctly and submitted on time. To see this kind of integrity and commitment to serving a population they have not had the opportunity to meet personally is inspiring and worthy of high praise. The Impact Aid Program is a life-line to this tiny district. With it, the school can remain open and serve our most vulnerable children. The school is a guiding light for the community. Thank you for such leaders in the Impact Aid Program.

**Q58. Describe your worst customer service experience during the past 12 months with the ED staff who work on this program.**

None

It is me not knowing.

n/a

The worst experience is with [redacted]. Her initial answer is always no these kids don't count. We have had cases with her that have lasted two years and that is unacceptable. Our involvement with all the other analysts have been great but she isn't very willing to help. Very disappointing.

I didn't have any bad experiences.

I haven't had much interaction with staff to comment

Unknown

none

N/A

none

I have not worked with a staffer in the last 12 months.

None

N/A

Our worst experience was a denial of much of the work we did on the audit.

While staff were very helpful, the verification document was clumsy and unclear in parts.

Inputting of data not saved in the G5 system.

I don't have any input.

None

None

Can't recall any

I have not had any bad customer service experiences.

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

The overall process needs to be presented in a simpler format. Allow those of us new to the entire process to choose modules to learn from that match our experience level and knowledge.

It can be a pain and time consuming when I don't access the system often and I have to go through and update passwords and ect what seems to be everytime I enter the site. Now I have to deal with SAM which is not going well.

A lot of the analysts don't understand the program. Especially about the Indian land. It is very annoying to try to connect with an analyst and they don't respond to your request.

It would be helpful if there was more information on the timing of payments. I understand the uncertainty of funding but having some idea of when payments are being made would be very appreciated.

Send notification to Districts when 'more or less' Impact Aid Payments might be sent out

Clear concise directions. Descriptions of all the fields required handy on the page that the information is being submitted.

More money.

To continue to support the school entities. To ensure that professionalism and customer service stay as your priorities to support us.

When there are changes, continue the emails with the explanation and provide the source of the information.

None at this time

it's fine

We need assistance with audits when they are required of us.

The employees of this office should be working 24/7 to maximize payments to school districts. My impression is that they really don't care if this money goes to support education for military children or not. They certainly do not make the process easy or convenient.
The guidance and sample documents used should be the most current and up-to-date. When redrafting our IPPs we spent months collaborating with our local tribal community only to be told that the sample IPPs provided were not accurate and that our IPPs would not be approved by the Office of Impact Aid until they were changed. As I had mentioned we had completed months of work and were now being ask to completely change our IPPs to a different template that had just been released. I was essentially told that all the work that we did did not matter and that in order for us to have an approved application we needed to update our IPPs to the newly released sample template. We then spent hours to re-do the work and rescheduling collaboration meetings to ensure that the tribal community did not feel like the original input they provided was not meaningful. The Office of Impact Aid was not helpful when I requested additional support with this last minute change and even thought it was laughable that I would request a document apologizing for such confusion that I could present to our local tribal community.
When reviewing our Impact Aid application, I would like to see every consultant on the same page. For the last two years completing the application two different consultants want to different things. One consultant wants one thing so I change it for next year, the consultant for the next year didn't want to see what consultant number one wanted but something completely different. I would just like to see more formality with what is wanted or needed from us.

Overall I have been satisfied.

Just continue assisting the schools! We need all of the assistance we can get! :)

Doing good as is.

More communication about the overall status of Impact aid and what we can do to assist in maintaining funding.

I think they are doing an excellent job. What is really helpful is the way one or two people know our school District Kashia and are always there to help. It's the personal connection to our school district that is so useful and it saves time for everyone as well. They answer the questions and help in very short time. Their names are [redacted] and supervisor, [redacted]. Both should be recognized. We deeply appreciate all that they do.

## CUSTOM QUESTIONS

**Q8. Did the presentation and/or materials prepared help you understand your responsibilities in completing the application or submitting data?**

**a. Yes**

**b. No**

**Q9. If NO, please explain.**

Some of the material was a little difficult to follow.

The guidance and sample documents used should be the most current and up-to-date. When redrafting our IPPs we spent months collaborating with our local tribal community only to be told that the sample IPPs provided were not accurate and that our IPPs would not be approved by the Office of Impact Aid until they were changed. As I had mentioned we had completed months of work and were now being ask to completely change our IPPs to a different template that had just been released. I was essentially told that all the work that we did did not matter and that in order for us to have an approved application we needed to update our IPPs to the newly released sample template. We then spent hours to re-do the work and rescheduling collaboration meetings to ensure that the tribal community did not feel like the original input they provided was not meaningful. The Office of Impact Aid was not helpful when I requested additional support with this last minute change and even thought it was laughable that I would request a document apologizing for such confusion that I could present to our local tribal community.

**Q11. Did the letter you received provide sufficient explanation of what and how you need to prepare your documents for the review?**

**a. Yes**

**b. No**

**Q12. If NO, please explain.**

Letter was not received until we got a call from analyst saying review was overdue. Then we received a copy of the letter. Letter was dated on date but signed a different date.Timelines and due dates in letter did not match. This caused an issue for our district.

I did not receive a letter for the review and was contacted just a week before the review was due. And I was still asked to turn it in with only a week to get my information together.

**Q13. Did you receive timely communications regarding the outcome of the review?**

**a. Yes**

**b. No**

**Q14. If NO, please explain.**

didn't have a review

Our experience trying to get a review completed lasted over a year.

We submitted information in April and have not heard back yet.

Still awaiting communication of review from 6 months ago.

N/A

Not applicable

We did not have a monitoring visit.

I answered 'No' to the prior question, which was 'Has your school district been contacted by the Impact Aid Program in the past year regarding a monitoring or field review of your application?'.....so I'm not sure why this follow-up question is even being asked.....maybe it needs an 'N/A' option as well.

Did not have a review

**Q17. Please provide any additional specific suggestions for how the Impact Aid Program can improve customer service.**

None at this time

it's fine

I have none.

When inquiring when the District would receive an Impact Aid payment, this occurred during the month of December, it was hard to contact someone to provide answer. I had to wait until the holiday season had passed.

None

None

n/a

I have no suggestions.

The guidance and sample documents used should be the most current and up-to-date. When redrafting our IPPs we spent months collaborating with our local tribal community only to be told that the sample IPPs provided were not accurate and that our IPPs would not be approved by the Office of Impact Aid until they were changed. As I had mentioned we had completed months of work and were now being ask to completely change our IPPs to a different template that had just been released. I was

essentially told that all the work that we did did not matter and that in order for us to have an approved application we needed to update our IPPs to the newly released sample template. We then spent hours to re-do the work and rescheduling collaboration meetings to ensure that the tribal community did not feel like the original input they provided was not meaningful. The Office of Impact Aid was not helpful when I requested additional support with this last minute change and even thought it was laughable that I would request a document apologizing for such confusion that I could present to our local tribal community.

[redacted] is great and always helpful. :)

I just hope to see EVERYONE on the same page on what is expected in the application. Each person is different and that makes completing our applications difficult.

The procedure for waviers could be clearer and more specific.

No suggestions!

None.

Please continue to have people available to help.

# College Assistance Migrant Program

## CORE QUESTIONS

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

Video conferencing, presentations interactive, classroom style. Consider regional training throughout the year

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

email

email documents

Email

email attachment

Email completed template

MSDRS

Excel and word

Emails

submit via email

email

Email

email

email

email

submit APR via. email

Email

email

email

Spreadsheets/PDFs

email of reports

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

When I called them to reset my password.

helped reset password quickly.

Very efficient and quick to resolve issue

n/a

Very helpful and fast.

N/A

N/A

Easy access to change password. love the second level security.

Very quick and efficient through email issue was resolved regarding a locked account.

I have not had the need to work with the HELPDESK ED staff in the past 12 months.

Not applicable.

Not applicable.

NA

The person explained why I was locked out of my account with ease and got me back in.

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

n/a

NA

None

n/a

N/A

more friendly.

N/A

more spreadsheets for draw-downs and budgeting.

n/a

Not applicable.

I never use G5 HELPDESK. G5 system is a great utility for grantees.

NA

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

Being able to merge multiple accounts.

Modern layout

Periodic online webinars.

making it more user friendly

incorporate more videos and maybe a chat box.

Explanation of available services to new Directors.

No suggestions.

Create a more user friendly user interface.

**Q57. Describe your best customer service experience during the past 12 months with the ED staff who work on this program.**

professionalism, supportive, and willing to answer any question. Yearly conferences with with OME College Assistance Migrant Program.

A fast response after an email was overlooked and was noticed from OME.

[redacted] provided excellent guidance and advice during a conference call regarding program improvement.

I received a call from [redacted] regarding our APR. She needed some clarification and was very courteous, professional and helpful. This is my experience with all OME staff.

I've been able to communicate and work with [redacted] in an effective and frequent basis.

Prompt call backs to my voice mails.

All interactions are great.

I love how supported our program office and the staff has been all these years.

NA

My experience with the ED staff has always been pleasurable. My questions get answered and clarified. They are very understanding and willing to work with me on any issue that arises.

had a phone meeting with my program officer. i had a question and she called me back later that day with the answer

My program officer is consistently responsive and does well at getting to understand my queries and delivers the answers I need to do my job.

They have a quick response to emails and phone call inquiries.

Quick follow-up to inquires as they relate to reports.

the response time was very good.

emails are fast effective and efficient

ED staff was professional, attentive, and provided a follow up in a short time.

My project officer worked with me to submit a grant extension. I had questions that were answered in a timely matter.

Emails and calls have been answered. Questions posed have received thorough answers.

Being able to engage in conversation with program officers at the Annual Directors Meeting

[redacted] is an excellent program officer who readily responds to requests for information within a day.

After Hurricane Maria impacted Puerto Rico,  ED Staff were really concerned about our situation and they really support our program. We appreciate the support of our Program Officer.

Called my program officer for an inquiry. She called me back within 24 hours and was able to make a quick approval. She had me follow up with an email and the response time was within the hour.

Guidance and updates related to change of staff and administrators and their availability and ease of approach at annual directors meetings.

Every time I send an email with a question, I get a reply within 24 hours. Both [redacted] and [redacted] were available and check on the HEP & CAMP projects during the bad weather we had in September 2017.

**Q58.  Describe your worst customer service experience during the past 12 months with the ED staff who work on this program.**

n/a

When an important email that determined whether or not we continued to be funded was perceived by (grantee) that was misplaced by OME. The original email was noted and everything was figured out.

N/A

I don't have an example of this.

N/A

None so far.

n/a

I have not had a bad experience with OME's staff.

Response times still to long.

None

had questions during office hours; still awaiting some answers

I have not had a negative interaction this past 12 months.

None noted.

N/A

Poor audio during a conference call/webinar.

none to report

none to note.

None.

None

N/A

Can't think of a negative experience

none to report

Not Applicable

Was told one thing by one person - when I called to check, a different person wasn't sure what was going on so the individual said they would check. Never heard confirmation from either party. Had to call and ask again and even then the answer wasn't clear. Receiving documents from different parties and nobody really knowing what was going on and why information was being sent.

The form to submit the report had glitches the day that was due. It was not anything that the staff could do but they did try to help me and I just wanted to make sure that the report was submitted on time.

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

The service with the Office of Migrant Education is very responsive to any questions I have... no improvement needed.

So far so good! I know it can be difficult from time to time and things could have been overseen and that's understandable.

There are often technical difficulties with the webinars, especially with the sound.

To me, the Office of Migrant Education is doing a superb job providing support and service to me as a grant manager.

Keep being responsive to all questions.

Making WebEx meetings available through cellphone. For example, during a WebEx meeting it was announced that the meeting set up changed to only have the sound available though the web, and not by phone. While the video played fine on a cellphone, the sound was non existent through the up and unavailable by dialing in. This can be difficult since the nature of some of our jobs require constant travel.

There has been a lot of staff turnover in the past year, I just want to see good qualified staff being retained.

faster communication

Continue to be transparent and willing to provide support and help.

when information/guidance is giving verbally, follow up with written transcript

I am happy with the status quo.

Doing a great job! Just keeping looking for ways to improve service.

They are consistently assessing their effectiveness, and always providing feedback on improvement.

Perhaps a chat option.

Continue to provide regular communication via emails, memos, letters, etc.

open up a an FAQ that is update regularly or a newsletter that comes out regularly highlighting office news and grantee news.

Better site navigation and knowing what is available to us on the G5 as well as the OESE site for management of our grant.

No need for improvement

I would like for there to be a toolkit, similar to the one that existed before. It was a handy tool for all, but especially for new staff. The current link to resources is good, however, I recall the former toolkit was more user friendly. Other than that, I think OME does a fantastic job of serving its grantees.

No suggestions.

Provide PowerPoint presentations prior to webinars.

I think OME is doing a fine job delivering services.

More communication between staff and quicker response times. My program officer is good about responding. The other individuals I've talked to this past year on the team are much slower to respond if I hear a response at all.

Continue to solicit feedback from and meet with HEP CAMP Association Board and its members

## CUSTOM QUESTIONS

**Q6. What additional topics would you like discussed during CAMP meetings, webinars, or phone calls to help you implement a high-quality program?**

qualification requirements, recruitment and advising dialogues with other CAMP programs.

budget management. Program implementation

Best practices.

I think we need have more discussions about how CAMP programs can work closely with instructional efforts (for example acceleration in Math & English at the community college) to improve results for our students/programs.
Comparing data, if possible, to other similarly funded offices and how effective they are at meeting their national GPRA/other targets and outcomes - i.e. TRiO, etc.

Eligibility Evaluation Reporting

n/a

Best practices models

follow up services

Budget management and appropriate and inappropriate spending.

More information on budgets and allowable costs.

Best practices, new research

N/A

Data reports for programs (yearly), review of reporting scenarios.

Data collecting, data tracking, data best practices.

how we fit in the bigger picture at OME and ED.

I appreciated the open call formats for questions, and allowing Directors to spotlight areas that work well in their programs.
I appreciate going over eligibility scenarios, discussing the APR, but I would very much like to talk about budgets--discussing basics of tracking and documenting how expenses are reasonable/allowable/allocable.
The process of what occurs at the OME level when receiving applications, APRs, etc. It would be helpful for directors to better understand how their reports and data are used to and discussed at the OME level.

We need to better understand expectations for implementing studies that show 'evidence of promise' and how this can work with our programs. Staff have done a great job telling us what is needed, but the realities of our programs are not consistent with expectations. Random assignment is almost impossible with our programs.

More information about the budget.

**Q7. What could the CAMP team do to improve the content of technical assistance?**

webinars where other advisors and recruiters can talk with one-another on successes and challenges within their own state

Improve sound on webinars.

N/A

I think they are doing a good work given the number of staff members for HEP and CAMP.

nothing, they are great.

None

Share best practices, especially among the highest performing CAMPs.

Can't think of a specific area. Happy with the service.

N/A

Not sure.

continue to speak with project leaders.

Post webinars in website in a timely manner.

offer an online course that has 3-4 seminars that are interactive. Have regional reps in the area.

Technical assistance is great.

I've yet to attend.

As of now, only the most recent webinars are posted on the website. In the past, more of the previous webinars and presentations.

Identify other resources. Sometimes we don't have internet services.

The link to for the new site seems to have a problem. I tried to go on it once and an alert appeared on my computer that it was spam or there was something wrong.

**Q8. What could the CAMP team do to improve the structure or format of technical assistance?**

technical assistance for advisors and recruiters to discuss topics of interests

With all due respect, and this is coming from a place of ensuring we know what we need to know. Some of the OME staff have really strong accents that make it difficult to be understood. Also, when using the examples to teach/show recruitment requirements, changing them would be ideal; it seems that it's always the same examples.

Not sure

Not sure, at this moment.

Maybe send a reminder when the technical assistance's are scheduled.

nothing, they are awesome.

provide transcripts of webinars, call in office hours

Have strong communication with their program officers.

NA

Webinar

N/A-possible skype/zoom video option

Improved audio.

continue to speak in practical terms and make project visits to learn the challenges at the institutional level.

interactive video, smaller groups and levels level 1, 2, 3 etc.,

Emails are sometimes too many details and cover an array of items. It is sometimes difficult to determine what the focus of the emails are due to the many details, with various objectives.

N/A

Is there a chat function available? Maybe make instructions less in length and easier to navigate.

**Q9. Please share any comments on how the CAMP team can better support your work Please include any ideas that the CAMP team may use to better support your work as it relates to your project's specific needs.**

In specific states where qualification are challenging maybe have recruiters and advisors talk with other programs within their state either by webinars/seminars within the same state. Or by phone convesation

I get the support I need.

For now, they are doing a great job.

I like the prompt feedback and responses to my questions.

Make sure to always send staff to our National Conference.

I am happy with the support the CAMP team provides.

Just be available and responsive to the grantees needs and questions.

n/a

make some site visits and learn how projects operate at institutional level.

Continue to provide technical support, training, communication.

specific conferences that are 2-3 days on topics that are relevant to CAMP. Recruitment conference, Services conference, reporting conference.

None at this time.

I'm looking forward to the Directors Meeting in July.

Just more consistent communication between staff. I really appreciate my program officer. She is very knowledgeable, informative, and helpful. I am sure the transitions in and out with the staff make it difficult to keep all communication clear, accurate, and consistent; however, it can be confusing at times for the directors.

I would suggest having technical assistance based on years of experience. A year one director/new director needs assistance at a different level than a year-four director.

**Q10. What other federal programs providing you technical assistance in form and/or content should the HEP/CAMP team should consider as a model?**

n/a

Not sure

I think that, from what I hear and have experienced, other programs providing technical assistance should follow HEP/CAMP as a model.

HEP program

n/a

TRIO Programs

TRIO training offered across the nation.

n/a

TRiO

I like the different training opportunities TRIO has for its members. More trainings regarding OMB Circulars, financial aid, recruiting, etc. across the nation throughout the year that are specific to CAMP would be really great.

Provide technical assistance via electronic courses.

# High School Equivalency Program

## CORE QUESTIONS

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

Is there any way that we could use video conferencing to deliver webinars?

I can never find what I am looking on their website for and if I do its from years past and not this year. It difficult to navigate because I never know if I looking at things relevant to my grant or not.

Perhaps it might be useful to navigate through before attendees are online.

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

email

email

Email

email attachment

e-mail, pdfs and excel

email

Email

scan and email

excel/word documents

email

Excel emailed to officer

Excel document

excell report data form

I don't know

Email

email

e-mail Microsoft office documents

Email

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

called to reset password and was done in under 5 minutes.

None. Did not call.

The site is quite user friendly so I did not have to contact the HELP desk in the past 12 months. I did during my first year and the analyst that helped me then was super helpful.

Effective, efficient, quick.

They are extremely helpful. I was able to get my issue resolved. I called once to update our program director and a couple of time to reactivate my account.

N/A

I enjoyed the experience of having someone available to take me through the steps.

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

na

None that I can think of.

N/A

n/a

None at this time.

N/A

none

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

more user friendly. easier to navigate.

Log-in could be improved

Upgrading navigation.

None at this time

Improve the menu system to make it easier to access information needed or forms.

N/A

Perhaps have a 'help' go to area where a navigation tool may be available

**Q57. Describe your best customer service experience during the past 12 months with the ED staff who work on this program.**

none

I have been having good experiences with the OME customer service. Every single time that I contact them, they are patient and explained me very well.

Talk to my program officer about the improving our HEP grant and his willingness to listen and make suggestions.

Spoke with our program officer and she helped answer my questions in a very quick and easy manner.

In need of a new project officer, I communicated with OME and they promptly, within 24 hours, clarified the new assignee and follow-up with a revised GAN. This is highly appreciated given that I am aware of the short-staff situation at OME. In fact, they do much with low staffing; they are doing the best they can.

I submitted a question on eligibility and received a rapid and complete response which enabled me to immediately implement changes in my program.

I submitted a question via email that needed further consideration from OME staff. I received a quick response that this issue was going to need further consideration. Once I did get the response, it was clear and helpful. I appreciate being notified when something might take longer than expected.

Very good follow up and response in behalf of program officer.

during the last director's meeting and the online office hours

[redacted] is awesome. She is matter of fact, explains in great detail, and is very punctual about returning your call and great follow-up in an email.

M program officer, [redacted] has been extremely supportive, patient with my questions and very informative and accurate with her answers and assistance. Thank you!

My program officer is very efficient and always addresses my questions in a timely manner. Last year, I requested a significant change to my program's stipend model and, after submitting my written request and the rationale behind the requested change, I received a response the very next day or so. I was very impressed by the turnaround and also appreciative since this was a time sensitive matter. Thank you!

The communication via email and phone is excellent.

I recently made a prior approval request to my program officer [redacted]. In less than 24 hours, I received a response with an approval. I get almost immediate response/support from OME each time and it is very comforting to know that I will hear back from someone in a speedy manner.

n/a

During our annual meeting, OME staff is always accessible and willing to answer our questions

The HEP webinars have been extremely helpful.

Prompt email responses to my questions.

All experience with Ed staff has been great. Calls and emails were returned quickly and answers were provided to my questions. Thank you.

The staff has assisted me in correcting errors on APR and hey have been very pleasant and courteous over the phone and electronic correspondence.

[redacted] has always been king and helpful.

quick response to emails

During the firestorm in our area, OME staff ([redacted] and [redacted]) were wonderful in offering support while we were experiencing the largest natural disaster our county had ever seen. They reached out to check on our program, our students, our staff, and made us feel better knowing we had their support while navigating this challenge.
Discussed the possibility of splitting our full time director position into a .6 director and .4 coordinator position. Received great insight regarding the pros and cons of such a split, in addition to the steps necessary to get such a change approved.

N/A

Interaction via webinars

**Q58. Describe your worst customer service experience during the past 12 months with the ED staff who work on this program.**

too long on response times. not enough details on responses.

NA

N/A

None

Can not think of one... OME is very professional and are fully committed to support grantees.

We submitted a correction plan on May 14th and we did not learn whether or not it was accepted until we asked (same for APR corrections).

I can't think of anything

None. Never experienced bad customer service.

None!

N/A

n/a

None

N/A

n/a

None

Really do not have any bad customer service from the HEP/migrant staff

None so far.

N/A

I have not experienced a negative situation.

none

n/a

None...however the current turn over in staff has made getting a prompt response difficult.

I noticed in December 2017 that some performance data was inaccurately published in the national profile. I contacted OME about the mistake but it took several months for it to be rectified. The interaction with OME staff was cordial, but the response time was longer than ideal given that this was a public document.

N/A

None

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

quicker detailed réponses.

All the upgrades and new services have improved our programs

overall services are good, officers are responsive. The website could be a little better to navigate and find resources.

OME needs to secure more staff. The fact is that over 100 HEP/CAMP programs exist across the country and better staffing would allow OME to focus better on development opportunities. It pernicious to keep placing responsibility on OME without proper personnel support.

More communication and more in-depth visits. A sister program received a site visit from OME and the visiting officers were prohibited from making field visits. I think it is very difficult for officials at the national level to understand local realities without making field visits.

I think OME should drop the expectation that HEP grants should be doing research on our students. This is not the purpose of the grant. It is not a research grant, it is a service grant.

Hoping more funding for OME for more support staff.

Continue with the online office hours.

I find the site hard to navigate.

I am very satisfied with the level of support and services I receive from the Office.

I really can't think of anything that needs to be improved. Over the 16+ years that I've been with HEP, I've seen several changes in OME leadership and gradual changes that were implemented as a result of each new leader's visions. These changes have been, in my opinion, nothing but positive.

Connect the directors to one another so we can have discussions about what is working well, what are the challenges, and how we can work together to improve our programs.

No suggestions, everything so far has been great.

N/A

Continue good communication and updates

If they were able to increase their staff I think that would allow everyone time to provide the customer service they desire. However, even being extremely short staffed they always find a way to go above and beyond what is expected.

n/a

Providing more guidance on the webpage. I have not been able to access prior information

continue providing the HEP webinars!

With fewer staff in OME, they are efficient on the their job.

Have a better examples/trainings of what you expect for the Evidence Based Project.

I don't have a need to contact them. If I did our PI would contact them.

Specific training for new program directors on budgeting, reporting, compliance, use of G5, EDGAR and interpretation/presentation of rules and regs.

is doing very good so far

n/a

Clarity in the areas of start up of a new grant, need to go back to reviewing the 'Non-regulatory guidance on allowable services' that should be a part of EVERY ADM. New & seasoned HEP directors and staff need to be up to date on that document. A few years ago, we discussed it quite a bit - lately - not so much!

N/A

Its been a huge improvement to have available office hours

## CUSTOM QUESTIONS

**Q6. What additional topics would you like discussed during HEP meetings, webinars, or phone calls to help you implement a high-quality program?**

ability to review at a later time. Post link of recorded sessions.

OME has been trying to covered the majority of the topics but I will advocate to continue doing the academic ones

It mentioned in one of the previous questions, something in regards to local agencies and resources. It would be helpful if OME could encourage state MEP agencies to interact with CAMP and HEP more. I know I've had trouble with our state MEP director.

EDGAR-focused discussions on practical day-to-day matters, particularly recognizing the on-boarding of new directors- high educated and committed but with limited experience.

1. More detail on GPRA 2 2. More clarity on how to achieve GPRA 2 for undocumented students 3. Support in dealing with states that a. eliminate Spanish language testing b. have residency requirements that impede migrant agricultural workers from testing c. have testing requirements that require classroom time above what HEP provides

Topics related to working with students who are minors Realistic expectations for 'evidence of promise' components of program evaluation

Attainment strategies, retention, and identifying best data base system.

More APR trainings.

I thank the Office staff for the leadership taken in modeling and supporting collaboration among programs and regions. It has been extremely helpful to me as a second year project.

With an increased reliance on technology, I would like for OME to explore more out-of-the-box post-secondary placement (GPRA2) options and strategies in the area of online training (such as those offered by Goodwill Foundation).

Research projects--how can we collectively as the HEP programs select one or two interventions to study, rather than have each project do its own research study?

More opportunities for new directors to hear from seasoned directors.

n/a

Hosting meeting with state directors

Budget, recruiting, and information regarding APR reports.

I think they provide all relevant infomation

Evidence Based Projects

More information about evidence of promise and studies that we can carry out in projects.

Using G5, applicable sections of EDGAR and OMB

Doing an online automated APR system

curriculum workshops on HiSET/GED testing

Non-Regulatory Guidance - again - can't stress enough how many times the answer to our questions is in there, but we forget to look there!

More eligibility scenarios or specific details on eligibility

Understanding your budget

**Q7. What could the HEP team do to improve the content of technical assistance?**

ask programs for topics.

They are doing good

N/A

Again, EDGAR-focused intervention

I think the content is adequate, though numbers focused (there is a big priority on quantitative data when a lot of what HEPs provide are qualitative services). I think it would be helpful if each federal OME official could spend at least a day a year doing field visits (in the field, not in local HEP director´s offices).

N/A

clarity of speech from some staff members

Possibly provide smaller group sessions.

see previous answer.

Everything technical assistance has been covered.

More best practices shared from top performing programs in an informal manner.

Change annual performance reporting to web platform. (for example, reporting used by TRIO Programs.)

n/a

They are doing fine

None

N/A

Post it online to have access to it at a later time.

Provide at 'New Directors' face-to-face training on compliant program information such as reporting, using G5, budgeting and forms. Provide a printed copy of applicable sections of EDGAR, OMB and eCFR rules and regs.

So far so good

n/a

For new programs/ new directors -(and even older ones) a sharing of resources would make life easier - for example: Sample HEP applications Sample intake forms ETC.

Provide more webinars

walk through

**Q8. What could the HEP team do to improve the structure or format of technical assistance?**

na

NA

Shorter webinars and more frequency. I think sometimes the webinars have good content but it may be a lot for some. I think if we had more webinars with less, I think could digest the information better.

OME is using the tools available given the limited staffing. You can not ask to to more when you are limited by staffing design.

I like the in person meetings. I enjoy the Webinars. I communicate well with my PO via e-mail and phone calls. Please see prior response.

N/A

I really enjoy the format/platform we use. I like the question-answer that can occur through this method

Some sessions are too fast.

I am satisfied with the current format.

Bring outside subject matter experts on technology.

none

N/A. It is great!

n/a

The department is doing fine

None.

Get feedback from evaluations of sessions presented.

Face-to-face options to allow for more question and answer. Training specifically for HEP or CAMP rather than the two together.

So far so good

n/a

Solicit more information on what we need...maybe throw out some suggestions?

N/A

**Q9. Please share any comments on how the HEP team can better support your work Please include any ideas that the HEP team may use to better support your work as it relates to your project's specific needs.**

communicate more often.

Thank you for all your work.

I appreciate all you do to support HEP programs.

They are doing fine

I am content but please see my second to last response.

N/A

Nothing at this time. Thank you!

I feel very supported by the Department's project officers and by my peer project directors.

n/a

N/A. OME is always responsive of my needs.

The HEP team does an excellent job of providing service to us and our program.

Providing time to meet with Migrant Education State Directors, like in the past. OME hosted meetings with state directors and HEP/CAMP directors

Communicating by email with our program officer has been very helpful.....my program officer has been great in responding right away to any questions regarding our HEP project.

Everything is fine for now.

Get feedback from Directors like a survey to discuss topics relevant to their needs.

Provide a printed copy of applicable sections of EDGAR, OMB and eCFR rules and regs.

So far so good

more webinar options

When you have new grants: Plan an OME visit - or if no funds, plan a virtual visit via Skype or Zoom. It is important for OME to 'see' the programs in the beginning to help them before they fail. Make public the OME audit criteria - and encourage programs to use it for a self review (or ask for a self review) annually. Make asking for help easy - and not a 'punishment' or scary process.

Quarterly webinars

None

**Q10. Are there any other federal programs providing you technical assistance in form and/or content the HEP/CAMP team should consider as a model?**

na

do not know

n/a

No. I am new to working on a federally financed program.

None.

No.

Not that I know of.

n/a

No

No.

Change our current reporting system and use a more efficient one.

n/a

no

None

Not at the moment.

TRiO priority trainings

None

n/a

N/A

N/A

no

# Migrant Education Program

## CORE QUESTIONS

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

The ability to hold webex meetings should be more available specially for 1 day meetings. Most meetings in their current structure do not require in person participation. There should always be the option to attend virtually.

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

MIS2000 and IC

CSPR, MSIX

MIS2000

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

They assisted me with re-setting my password in a timely manner.

I have utilized technical assistance. Recruiters and I have met with staff at USED. We also utilize the Help Desk frequently.

G% system is not intuitive

They were instrumental of explaining the process and how to access G5.

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

I have not used the G5 Help desk.

Not applicable

None.

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

It can be very confusing if you do not use G5 all the time. It would be helpful if the current grants were highlighted so we could easily see which ones are the most up to date. Maybe Green do newest and Yellow for ones about the expire and Red for those that have expired. This way we can keep up with our grants a little easier. Or even if the older ones were archived would help too.

it is fine as is

Names of grant allocations are not clear. A tutorial on how to read the documents or access them would be wonderful. Allocations by year(s) would help.

**Q38. How can the Performance report (data accountability) submission in G5 be improved?**

We submit performance report through EDEN

**Q57. Describe your best customer service experience during the past 12 months with the ED staff who work on this program.**

OME staff are very professional in helping our state and districts.

NA

Responsive to my inquiries and providing support.

Prompt and thoughtful response when asked a clarifying questions.

My program officer is always willing to guide/help me in whatever I need.

Availability of PPT presentations on the website Professionalism of the OME Program Officer [redacted] Appreciate the timeliness from OME staff when requesting a response to address a specific issue related to the Title I Part C, Migrant Education Program Appreciate the MEP Announcements from [redacted] which include pertinent information related to MEP

Pleased with the clarity in responses and their patience

Webinars and internet access to ADM meeting.

The staff of OME is always responsive to questions and provides excellent TA

Staff was very efficient and quick to respond

[redacted] and [redacted] are exceptional in their response rate and in providing information via phone or in person. They are both very knowledgeable about the laws and regulations and make the information understandable to the state and LEAs. Really appreciate their positive approach to challenging questions.

very knowledgeable and helpful and responsive to questions

The migrant ed staff return phone calls, emails and make themselves available at all meetings. I have never had anything but a great experience with the Migrant Education staff.

The Policy Q &A, they are detailed and phenomenal

Not applicable to me!

Telephone conference and collaboration

Working through the ISA and MOU for MSIX, was a big task but one that was collaborative. The staff at OME is professional and very knowledgeable. They were helpful and kind as we worked to gather signatures..

Welcoming new SD phone call with [redacted]

Interaction regarding the future of consortium grants. I find the staff very helpful but think they are trying to do too much with very little staff. They need more staff to cover the states. I do think I could call any of them and get sound advice and useful information.

I find that my best experiences are when I can ask questions in person at the ADM.

No Matter who I call or contact from the US Migrant Program they always help me and their service is quick. I know I will get an quality answer from them.

I have not had any. Maybe in the future

Our program officer is always available for questions and direction. We have a great working relationship.

**Q58. Describe your worst customer service experience during the past 12 months with the ED staff who work on this program.**

None

The MSIX system is not user friendly and adds another burden in data collection instead of linking state systems.

There was a webinar that was not done well due to background noise and communication connections with remote presenters.

MEP staff is always helpful, but get the feeling they are stretched too thin.

N/A

Not applicable

Response time; but understand the work load they must have

na

N/A

I had to attend a 1 day meeting for the CWG workgroup. I requested to attend virtually and was denied the ability to attend virtually. The bylaws established by CWG were not followed and it was unreasonable to request for me to find another state director to attend. Instead I flew all night to attend a meeting that did not require in person attendance.

the long process of state findings from on-sites and compliance review.

I have not had a bad experience.

None

When OME presented using an incorrect version of the national COE. Caused a lot of confusion to the crowd.

Not applicable to me.

None

None

It was a webinar that the technology interrupted the meeting.

The turn around time it takes to get an answer to a policy question is unacceptable.

NONE

I have not had any, and I do not expect to have any in the future

N/A

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

I think the department is doing very well. I have really liked the new mentor initiative. I wish they would provide states with the consortium funds. I think that is a great opportunity for collaboration among states.

Provide timely response.

The program has become overly burdensome in terms of data collection.

technology connections need to be worked out.

Keep up the good work!

By updating some of the manuals, for example, the ID&R manual.

No suggestions or recommendations at this time

Cannot think of a response

N/A

The process to submit comments through the regulatory process is a common one but, it seems that there is not enough attention being paid to those comments to truly hear the concerns. The MSIX system is a duplicative system that may be helpful to states that don't have data systems but, states that have local and state data systems must now implement a third or fourth data system that only creates more work rather than efficiency. The system was also not built with the capacity for large data sets and assumptions are made about the usefulness of transferring data in Carnegie units that will not really positively impact the instruction of students. Migrant has the most stringent data collection and submission requirements from all of the federal programs. This is an area that needs huge improvement given the small amount for this program. The expectations of this programs should not exceed the expectations of the Title I A program in terms of data collection unless the purpose is to increase the data collection and not the actual services.

continuation of technical support and guidance documents and webinars and help state collaboration

Continue the consortium opportunities as these are extremely valuable to new and veteran migrant staff.

Timely responses

1) Make documents accessible (including the National COE) 2) Publish the updated ID&R Manual and Curriculum 3) Provide more information regarding leveraging Title I-C Funds (i.e., braiding, blending, coordinating) 4) Provide more transparency regarding the proposed MSIX collection of CSPR data.

Not creating a new initiative that add more works to the SEA staff.

I completed this survey under the assumption that it applies to the Office of Migrant Education. However it appears that the department name was missing from several questions, including this question. OME should continue to offer the level and amount of support through webinars, RESULTS website, Annual Directors Meeting (ADM), Listserv messages/FAQs and face to face communication through continued participation in national Migrant conferences (NASDME, ID&R Forum).

Communication in all facets- never can have too much.

Keep up the great work!

More staff and consistent so the staff could get more familiar with each state and it's needs

Reply more quickly and consistently to policy questions and get the guidance up on Results in a more timely manner.

I am satisfied.

Have more staff to respond sooner to questions or guidance.

## CUSTOM QUESTIONS

**Q1a. If you are a new MEP Director (new as of May 2014), what technical assistance opportunities have been most helpful for implementing your program?**

Program implementation

MEP Program Improvement (June 13, 2018) MEP Evaluation (May 13, 2018) OME TA Subgranting (March 29, 2018)

not new

Being able to call directly for assistance has been the most helpful. Email has worked well, also.

NA

Legal. Recruitment.

Webinars, Annual Directors' Meeting, and Mentoring Program

I am not a new MEP Director

Individual assistance; clarity in responses

Webinars. ADM via internet, since I was not able to attend in person.

n/a

The meetings in DC in February have been helpful as well as all the technical assistance over the phone and in person provided by [redacted] and [redacted]! When it comes to data, [redacted] has been instrumental in ensuring the CSPR data (regardless of the glitches in the system) can be submitted. [redacted] has also been instrumental in navigating the MSIX system submissions and overcoming the glitches in the system. Overall, there are key personnel in the Migrant Education Office that have provided the necessary guidance.

guidance documents and the quarterly/monthly FAQs and the meeting in DC

Attending meetings conducted by OME (including new director orientation), attending consortium meetings and networking with other MEP Directors.

N/A

ADM, CSPR Webinars, Presence at national conferences and meetings, Having an assigned program officer at OME,

Not applicable!

Director meetings

Mentoring initiative and its webinars

not a new MEP director

The webinars

N/A

There should be a handbook or new tool kit for new state directors so they have something to use when entering that new position.

Regular Webinars and listserv messages.

**Q1b. What could OME add or change to improve technical assistance to new MEP Directors?**

A resource manual for new directors

I have been satisfied with assistance as is at this time. They respond in a very timely manner.

Provide Migrant 100 training to new directors.

Increase the half day training to a full day training as part of the ADM Continue to support the Mentoring Program

Perhaps develop a web ring. listserv, or similar resource for new directors to post questions to peers, perhaps mentors, to build knowledge base.

Support for new staff is always a challenge. I think OME's mentoring program is very innovative and effective.

Staff is great and very responsive

Provide an intense 2 day institute for new MEP Directors in the fall where all the requirements and must do are discussed. Concentrate on terminology and cycles of what is due when. Provide timelines and if there is flexibility share those. Migrant has too many requirements to tackle them all at once. Save the nice to do things until the spring.
The mentoring opportunity should be a great assets to new directors. It would be helpful to have several new director meetings for new people because when you are new it is difficult to absorb so much new information at one time.

More information about program management

Talk more about how to use funds and be supplemental (braiding, blending, coordinating). Talk more about EDGAR/UGG. Provide example monitoring documents for SEAs to monitor LOAs/LEAs. Provide more ESSA aligned documents (guidance, curriculum, etc.)

Keep offering workshops that will helps new directors to operate Migrant Education Programs!

Webinars and telephone conference participation

make national connections that the states could benefit from.  provide an annual calendar of important dates.

Update materials and powerpoints on the website

Mentoring program is a good step to improve it.

Regular one on one calls - regular being 2-3 times a year.

Nothing

Provide access to a Consortium Incentive Grant so new directors could attend meetings with other state MEP directors.

upload or have a link to resources for new directors as well as a chart with reports that need to be uploaded

**Q2b.  Please provide specific suggestions to improve collaboration through the CWG.**

The states are not well represented with too many of the same states serving for more than the 2 year terms that they were initially supposed to serve.

On my end, I need to devote more time to provide feedback to my lead state.

All states need to participate in order for the CWG to be effective. If states do not respond, it doesn't work well.

**Q3.  Please indicate why this webinar was helpful and/or how we could improve our webinars in the future.**

CSPR Series

It clarified the changes to the CSPR which collects way too much data that has not been used for any identifiable purpose.

review of what needs to be submitted

CSPR series answered most of my questions for completing and submitting the CSPR.

There is a great deal of data submitted for migrant so it is always nice to hear any new info and ask clarifying questions when you have them.

Why Helpful: Talked about the changes and what needed to be emphasized in the narratives. Showed narrative reviewing tool.  How Could Improve: Look at when IMEC meetings and other national Migrant conferences and meetings occur. Don't plan webinars during those dates.

Helps with completing the required documentation needed for CSPR

Need to know the changes and the information in order to complete the task.

This is a big part of our program. I like to stay current in this area.

the information was relevant to my state

Evaluation Exemplars

It was a great opportunity to hear other state's perspectives and consider the ideas or suggestions that could be used in our state.

evaluation is an ongoing requirement and we are in the process of revamping it

MSIX: Accounts Management

All the webinars were useful, I could have picked any of them. Accounts Management was most relevant because it was something that we were working through at the time.

MSIX: ISA/MOU

It was relevant to what I needed to accomplish and was followed through so promptly by the team.

i can only select one option but all of the webinars were useful.

Subgranting

Subgranting webinar provided input from OME and states as to different options that can be used in the subgranting process and be within compliance.

It allowed me to print slides re: the 4 factors in considering subgrants and provide to my management, especially fiscal managers, who are new to MEP and unfamiliar with this process.

Listening what other states do to subgrant allowed staff to see the various ways the subgranting could be conceptualized. I would recommend being a little more clear on what approach ED recommends.

No webinar attended

I am very new and have not had the opportunity to participate in any webinars yet.

**Q4. Please check up to three technical assistance topics that you will need in the future, in order to improve the performance of your MEP. (Check boxes with the maximum of three to be selected for the topics below) (Other please specify)**

Program management

modifications to the above to meet small states' needs

**Q6. What is the most useful method for OME to communicate pertinent information, such as new developments or policy, to you (e.g., webinars, in-person presentations, listserv, program office calls, etc.)?**

webinars

Listserv

Webinars with opportunities for one-to-one follow up conversations as necessary

depends on if an explanation is needed on the topics.

Email

All - multi-mode is best!!

Webinars.

Webinars  listserv

Webinars

Webinars and listserv.  It appears that a number of states cannot or will not send staff to meetings in DC.

Listserv and RESULTS

webinar, listserv

listserves, in-person presentation, webinars, program office calls.

listserv is very informational and effective

In-person presentations, webinars and listserv.

Listserv  program officers calls

Listserv, in-person presentations, webinars

Face-to-Face presentations and office calls!

Listserv and webinars

I appreciate the email blasts that i receive. I think working with IMEC is helpful.  i think the information needs to come out in a couple of different formats.

Program office calls, listserv

1.listserve 2. email  3. follow up with webinar or in person presentations.

listserv

Emails

ADM, emails, webinars.

webinars and listserv

listserv.

**Q7. Please share any comments on how OME can better support your work as a MEP state director.**

Bi-monthly conference calls with director and staff

Reduce the paper work burden in this program.

The mentor program is helpful - perhaps regular opportunities for new/less experienced directors to meet and share best practices and problem solve challenges together. Although webinars help build networks, they are not as powerful as face to face and side by side meetings.

just keep keeping us informed.

You have done an excellent job supporting me. I feel comfortable calling and asking questions or emailing any questions. I have always received a timely response.

None at this time.

No suggestions at this time

Just continue to provide updated information through the listserv and follow up with webinars as needed; State Directors' Meeting have been very helpful. Consider have additional Directors' meetings remotely.

I coordinate several programs and I by far get more support from OME than I do from other programs.

N/a

Provide information in timely manner and if it is not possible emulate other programs and provide transition years. Be as flexible as the other programs.

Continue to provide opportunities for state directors to collaborate with OME staff, other directors and agencies who work with the same population. . T

The office has been improving throughout the years. Their level of communication is getting to be pretty solid. great leadership

Clear and consistent communication!

get those IDR curricula finished and published. Thank you

Nothing

Is there a 'book', a toolkit, or something that new directors can use to be better informed about the world of Migrant Ed? I understand that all the information is on the website, but if there was some type of 'document' that provides the most relevant information for new directors, it would be really helpful.

# Alaska Native Education Program

## CORE QUESTIONS

**Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for the [PROGRAM OFFICE].**

N/A

n/a

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

Allow for more interaction. Be more familiar with your content so you are not just reading slides to us. The webinars should be for delivering content beyond what we can read for ourselves on slides or on the web site. The content of the webinars should be unique. Often, we give our valuable time and then concur later we could have just read the slides ourselves after they were posted.

I'm not sure. Just seems like webinar freezes up, audio never works right.

Make sure they know how to use the technology and that it is working correctly.

Learn how to use the hardware before setting up a teleconference or webinar. We have at least 10 minutes of fumbling around each time.

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

Have never contacted the help desk for this project. everything worked for me.

I received support in reactivating my G5 account for the SAR. It went much more smoothly than I had anticipated from past experiences.

Each time I have called, there have been very helpful assistants. I appreciate their quick responses, and helpful attitudes. I wish I could name each individually, but they each have been very impressive.

I was locked out of my project via G5. The held desk was able to help me regain access after a few days.

I called the desk, the person who responded was always friendly and very efficient, knowledgeable and professional. Excellent customer service experience! (this occurred every time I called - maybe three times.) thank you.

The G5 system is very difficult and cumbersome to navigate! Helpdesk has been courteous and prompt in responding, but that does not make up for the system not being user-friendly.

We had problems submitting our SAR through g5. Help Desk staff was very helpful in solving our problem.

not applicable

I did not contact the HELPDESK at G5.

Helpdesk, when utilized, was supportive and provided adequate support.

I had a major issue with accessing the GAN in reference to a DUNS # change. The G5 helpdesk was persistent in working through the problem. The ended up 'bumping it upstairs to the technicians'. It turned out the FPO of that time was key in resolving his G5 issue that linked to my issue. The helpdesk service was quite impressive with follow up and guidance.

When I email [redacted]. I'm always surprised how quick he gets back to me. Whenever I need help he is always there with great suggestions and support. Thanks!!!!

I experience problems with the G5 when trying to upload our program SAR and narrative and had customer service trying to assist. First I was instructed to delete a couple forms on the site where I was trying to get the SAR uploaded. Never was able to make this happen and sent in the PFD copy of the SAR, Cover Sheet (ED524B) and the Narrative. After the form(s) in G5 were deleted, Customer Service said they could not add them back, and to notify the group leader. I did. Never received word if problem is solved so I won't experience the same during the Annual Report submission in G5.

N/A

I was helping train the new Yupiit School District business manager and their Impact Aid application was messed up really bad. We got it all fixed but needed to go in and submit a modification. The superintendent was previously the only person on the application and she was terminated so we were stuck. G5 help desk didn't really help us out. We called a few times and got nowhere. We called [redacted] and explained the situation. She had it fixed behind the scenes within 5 minutes! A+++ service from Amanda. Nothing against the G5 help desk, they are usually great. This was just a unique and technical impact aid issue and we had to go to [redacted] to get resolution.

N/A

I have worked with several and they have all been very helpful!

We haven't had to utilize the helpdesk in the past 12 months.

Haven't used.

G5 Help desk is good, they are always helpful. It is the G5 site it self that is hard to work with, also project managers located in DC don't know how to use it either. We had trouble with them telling us we had to complete things on G5 that wasn't possible and frankly getting rude. But the help desk is great when asked for help.

The G5 Helpdesk responded in a very timely manner in assisting me to deal with an expired password.

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

The clarity of what information belongs in which section.

I don't have recommendations for HELPDESK folks

Communication between program officers and the help desk.

None.

None

None

not applicable--haven't used the help desk

N/A

None.

No.

I have had a very easy time using the G5 system. I don't have any recommendations at this time.

They have to be able to walk users through what ever is the problem and help them get their reports submitted in G5. They were and have been helpful but still not in this particular situation.

nothing, it was pretty nice actually. Seemed to know what needed to be done.

N/A I have been happy with it.

N/A

N/A

We haven't had any interaction during the past 12 months.

n/a

Help desk is great. It is the G5 system and the grant program leads in DC that need to fix it.

None

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

There are times when the best representation of the narrative explanation of my performance measures is a chart or diagram. Currently I have to reference that I put those into Section C because the text boxes in the APR in G5 will not accept any formatting. I wish that could be changed. I also just figured out (after many years) that I could copy the report from the previous year to sidestep the laborious task of reentering all of the performance measure text. I wish that could be made more clear in an webinar. Another tip I learned from a different grant program that I would like to pass along is that once the performance measure narrative from the previous year has been copied over, I can add

the new information above it. that way we have a running record of our achievement toward our performance measures, which is handy to have.

That field is not my expertise, so while I hate to complain; I don't how what improvements are possible.

I thought I had submitted my report in the spring, but it was still in draft form. I guess a reminder to finish a draft report would be helpful, since I didn't know until I spoke with grant specialist that the report hadn't actually submitted.

A more intuitive menu driven interface. Help guide that offers links to relevant pages.

I would wonder if it is friendly for our program officers to set up the report submission package.

Create a more user-friendly system.

Not sure.

It should be linear and intuitive regarding navigation of the system. Ease of access should be improved and streamlined with timing out of the system rectified.

Navigation is not very intuitive-- it could use improvements in this area

Allowing more flexibility in reporting percentages on objectives. Allowing a way to note that data is pulled by ED from state ed departments for standardized assessment data and graduation rates, etc. The system currently requires we input something to proceed, even though that data is pulled by ED, not provided by us. It is a loop that requires us to input data that is not necessarily accurate so that we can proceed in the system to submit the reports.

Simplify and streamline user interface - this will help in all items.

Perhaps breaking some items into step 1, step 2, step 3... for example when first accessing pages (sometimes you can find yourself in a loop). Perhaps a popup help/suggestion note as an option for the user for troubleshooting.

Sometimes if you take too long on the site it will kick you out and erase all the data that wasn't saved. I wish it would automatically save itself.

needs to be simplified, too much information you have to go through just to submit a SAR or Annual report. Time consuming, complicated, stressful!.

I don't see anything 'listed above' this questions is rather confusing.

We have encountered the system being down when attempting to submit reports in the past.

Sometimes the site feels a little clunky / old. It probably isn't worth the money to do a major upgrade as it works fine now.

no comment

N/A

The site could be more intuitive and user-friendly.

There's always something wrong: the report isn't up, the timeout is too rapid, etc. Worst grant reporting system I use (out of 4).

I am not technology adept.  But I do know the G5 is very difficult to use.

Allow the ability to submit and update to a report or both a semi-annual and an annual report.

No suggestions on this topic.

**Q38.  How can the Performance report (data accountability) submission in G5 be improved?**

See my comment on the previous page. For new people, I think seeing some exemplars of formatting and reporting that you at the program office really like would help. I've been doing this for a long time and just guess that my reports are okay because I never receive any feedback. Even for me I would be curious to see some exemplars.

See above.  However, I would like to take this space to note that [redacted] and [redacted] have been exceptionally responsive and patient when I have asked for guidance or assistance.

I have found the G5 system much more manageable than some other Federal reporting sites.

More flexibility when reporting information from Alaska. Our data does not match the Lower 48.

Fine from my end, if it is the package is set up.

Don't have any ideas.

Not sure.

It good as we have been doing them for 15 years

This seems to work just fine

Allow special characters and more formatting flexibility such as charts or underline, etc.

Simplifying instructions and reducing inconsistencies within same would help.

The last two reports I've submitted when without issue.  No suggestions.

I like the way it is.  Super easy.

Make sure the forms needed are available for all the grantees and easily accessible.

simplify, simplify, simplify.  Seems like all these reporting databases and processes are inefficient and unorganized.  Difficult to navigate, no broad overview of the layout so you have to just figure things out as you go.  When new to a system, its challenging.  Tab titles are not always understood or don't describe the tab function well.

Provide quick reference instruction and decrease amount of pages to get to needed location.

Just keep it how it is.

can not think of specifics at this time

N/A

Same thing. Make it more intuitive and user-friendly.

Actually make it work first time. Get all the reports in there early; remove all the expired ones.

Make sure the people asking for the data know what the G5 system is and isnt' capable of.

Allow the ability to submit both a semi-annual as well as an annual report in G5.

It would help to have a report template for project objectives measures.

**Q57. Describe your best customer service experience during the past 12 months with the ED staff who work on this program.**

Our program officer ([redacted]) is wonderfully responsive and answers questions in a timely manner.

SAR Training

I have enjoyed working with our grant specialist [redacted]. Whenever we have been stumped, we have been able to easily reach him and get his responses to our questions. Thank you!

Receiving information from Program Officer after a phone message was left on their voicemail.

N/A

N/A

Our Program Officer always responds quickly whenever we have questions or concerns.

program officer, [redacted] has been extremely responsive and very positive.

Gay has been more than helpful and informative with any questions that we have

Guidance webinar for the APR reports.

[redacted] has always been very helpful. Our grant submitted a revised budget within the past 12 months and [redacted] helped by providing guidance related to this process. All of our interactions have been positive and furthered our ability to conduct the grant programs.
We experienced a significant issue with our budget office that required a correction. The Ed staff really rose to the top with guidance on the steps to document the issue and work with this office for corrective action. They were highly competent and professional and very, very helpful in working toward

resolution. I value their expertise and thorough knowledge of this program and federal criteria. It is exceptional.

All the staff are very knowledgeable and quick to respond. While I prepared the semiannual report I had several questions that where answered quickly via email.

They are available when called, do their best to be of assistance, and I appreciate that very much.

N/A

Working with the staff at your office has been the best. They are helpful, friendly, and provide clear and concise information.

N/A

no best; no worst

We have not had a lot of assistance with our grant, very slow in responding, but we are at the end of the grant, and my assistant and I have managed well.

The grant monitoring meeting was very pleasant and helpful. We always come away from the meetings feeling good about how they went.

Our program director is responsive.

ANE Project Managers are very friendly and easy to work with. The NYCP Project Managers on the other hand need to understand their grantees and their awards better.

They always respond within a day.

**Q58. Describe your worst customer service experience during the past 12 months with the ED staff who work on this program.**

Well, it usually has to do with response time or even getting ahold of [redacted]. A wonderful person but largely unavailable.

I have no response.

I haven't had any unpleasant interactions with ED staff in the time we have been working on this project.

na

N/A

N/A

None.

There have been on negative experiences.

none

I did not have a worst customer service experience the past 12 months.

I haven't had a negative experience with staff.

I had a new FPO assigned to the program who was not as responsive to my email questions related to the G5 challenge mentioned earlier. It causes some prolonged delays in working with G5.

Everything has been great

Referred me to the team leader and did not or could not solve my problem.

N/A

Not receiving timely responses to questions.

N/A

no best. no worst

We only received minimal assistance with our grant, our ANEP project director has many grants to attend to?

NA - we haven't had one.

We've had one quarterly meeting in the last year.

Worst experience with an NYCP Project Manager. They didn't understand G5 how we where to report out and became rude and belittling when questioned about how we were suposed to meet her expectations.

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

Response time for questions that must go to program administrators. Our program officer is very responsive but others are not.

Our program is very small in comparison to many and we operate under the conditions of our written proposal. When we reapply there are some changes I would like to introduce ion terms of personnel.

We are still in Year 1 of our project, and haven't had extensive interaction with OAI, but may have more feedback in Year 2. Thank you

Relevant information as it relates to reports and proposals

N/A

N/A

ANEP staff do a great job in spite of very limited staff.

Get people to administer the program that actually have personal experience and knowledge of the Alaska Native Education Program, not people of color from urban cities on the East Coast. Hire people from Alaska or Alaska Natives that actually know the state and its people.
Services are more than adequate. With all that is being done through Academic Improvement today, the only suggestion is to add staff and allow staff to travel to Alaska to review what is being done. It would be good to sit down with our program officer face to face so that he can better understand our assets and and issues.

seems to be fine

Return calls more quickly or respond to emails more quickly.

No suggestions.

Perhaps every six months a general update on the program office updates,activities, and upcoming related deadlines to grantees. Nothing complicated... just uniform by email and informational.

Everything is great. Big thanks for all their hard work.

Simplify reporting processes!

Approve budget revision requests right away. Offer assistance if it's obvious people don't understand the requirements. New awardees don't know a lot of things and it seems like nothing is explained clearly even when specific questions are asked. Answers given make no sense or are non-answers, it can be frustrating.

Providing timely responses to questions.

THIS SURVEY IS TOO LONG!!

no feedback at this time

I would recommend quicker responses back from the ANEP project director.

Nothing specific comes to mind.

Remove G5; if you're going to call them quarterly calls, do them 4 times a year; no more webinars.

I cannot think of any. The Office representatives are always helpful and informative.

## CUSTOM QUESTIONS

**Q5. Where and how did the technical assistance or support take place? (National association meeting)**

webinar

**Q5. Where and how did the technical assistance or support take place? (Other, please specify)**

Assistance with writing effective APRs - this could be a hands-on session even, where people go away with their own report started. Assistance with setting up an application work space in grants.gov. I absolutely hate the new workspace, not because it is new but because it is cumbersome and I am fearful now of leaving something out. I know it is supposed to make collaboration on projects easier but so far it isn't accomplishing that goal.

Sometimes the needs of the tribe or community change & I am hesitant to request to change the organization structure of our grant. I would not want to change the scope of service.

We had a late start as we were in the hiring process for our project manager, but have found our program officer very helpful in getting the grant underway

It would be great to have more face to face contact with ANE, especially if they would come to Anchorage--Alaska's largest hub, and schedule it so that most folks can attend/participate.

Reporting requirements.

Let's start first by having them do their job and contact me on a regular basis to check in to see what is actually happening with our grant.

email back

Questions have been answered.

no experience with a project director's meeting

In person meetings in DC are very helpful so that we can get direct guidance from OMB, etc. in addition to the ANE related staff.

more information about performance reporting.

I always appreciate opportunity to meet other grantees and learn about other programs. Problem Q & A could be given a bit more time for structured dialogue during the meeting.

none

difficult to reply

Offer better assistance for budget revisions and approve revision requests faster. email after email and they are all ignored or responses make no fucking sense. GET IT TOGETHER! WE ARE ALL BUSY approval is very important. Ignoring the requests or delaying approval inhibits awardees from obtaining goals of the grant!!!!!!!!!!!!!! Budget revision requests should move to the top of the priority list. Jesus.

Budget modifications

no recommendations at this time

practical information on grant reporting, etc.

I'm not sure.

Have them face to face rather than webinars.

Have ANE Awardees present on their projects.

Help with reporting

Nothing specific comes to mind.

**Q7. What technical assistance topics can the ANE program provide at Project Directors' meetings to support the implementation of your grant projects more effectively?**

Give us a longer time to write narrative info before the system times out. I cannot tell you how many times I worked on a response where I had to take time to look up some info that I was entering, just to hit 'save' and find out I was timed out without knowing it and had to start over. Very disheartening. Either that, or in the APR assistance session I suggested, recommend that folks write all their narrative text in Word and then just quickly copy and paste it into the text box. The only downside of that is going back to correct all the weird characters the web site converts formatting and punctuation into.

This is becoming protracted and you know that a survey which is too long will often not be completed.

We haven't had any major issues thus far in the system

N/A

None.

None really

seems to be satisfactory

See earlier notes to allow data input bypass for the GPRA items that are pulled directly from Alaska EED by ED.

Clarify the inconsistencies in the 'Dear Colleague' letter.

None...

Nothing, G5 is super easy to use

Have not submitted the annual report as of this date, will do so in October.  Hope it is simple and any problems with my account on the G5 is resolved.

simplify them!

Providing a quick reference and ensuring the system is up and running when reports are due.

N/A

no suggestions off the top of my head.

More specific questions for the grant itself.

Make the online process more intuitive and user-friendly.

We usually have to call and get our report put in the system so we can fill it out. It would be nice if it was ready and waiting when they give us the due date.

Allow both a semi-annual and annual report be submitted in G5

Having a template for project objectives metrics that was downloadable for later submission would be useful.

**Q9. What suggestions do you have for improving the annual performance report process?**

[No responses]

## Small, Rural School Achievement Program (SRSA)

### CORE QUESTIONS

**Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for the [PROGRAM OFFICE].**

NA

Unsure

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

1. Using grants.gov for submitting SRSA applications each year is time consuming and not user friendly. 2. Spending tax dollars on having Dept of Ed employees call every day to see if you have submitted this survey - really!

no idea

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

KSDE

grants.gov

STARS

N/A Not my resposibility

have no idea

Grants.gov/Workspace?

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

Customer service was always very helpful and responsive.

The people have always been polite but I get bounced back from REAP to G5 and seems like no one can help us. I have money waiting to draw down but am having a difficult time.

None

na

Unfortunately the person who could best answer these questions has left Copenhagen Central School. I am filling in until a replacement is hired, so I am not able to answer most of the questions. I worked here previously so what I did answer was based on my experiences when I was here 4 years ago.

All of my customer service with G5 has been exceptional!

I talked to someone to help unlock my G5 account and update my password. The analyst was very helpful

n/a

N/A

I did not receive customer service during the past 12 months.

Don't remember

I have no memory of calling within the past 12 months; however, I HAVE called in the past and have always been pleased with the professionalism of the analyst.

It was via email. There was a quick response that was able to address my concerns.

The folks that man the help desk were wonderful. I had an issue with setting up my pwd, etc. for Holland Township School District. One person was particularly helpful and PATIENT!

The one time I called, I was satisfied with the quick response. The email showing the case was closed, was also appreciated.

Have not had to call for any support

Each time I have spoken with a helpdesk representative, I have found them to be knowledgeable and capable of assisting me with the issues that were occurring with my account.

I have only reset my password using G5

Haven't accessed it

I occasionally lock my self out of G5 grant. I have to contact someone and they respond back promptly. I am very satisfied with the quick response.

Haven't used

Have not had to contact a helpdesk analyst.

N/A

In the past 12 months I have not had any issues.

G5 helpdesk has always been helpful. Hard because I only use the system usually once, maybe wtice a year so remembering what to do or the steps is sometimes hard.

[redacted] is a gem.

if I call and can get through the staff are helpful

Each time we have visited with them, they have been very cordial and helpful. It is much appreciated.

Have not had to speak to any one in past 12 months.

HAVE HAD NO CONTACT.

Great work!

The gentleman that helped me was very helpful and instructed me on filling out the application. the webinar was very helpful also. I appreciate the information .

I don't recall using the Help Desk.

Answered how to add a role.

I have never called the G5 helpdesk.

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

The G5 site is ok. The main frustration is dealing with multiple divisions in applying for and receiving the SRS grant. It is VERY confusing and difficult. We have to set up accounts with SAM and I am not sure who we do the SRS grant through, if it is SAM or G5. I am very afraid that we won't get our grant next year.....

I think they are fine but there is a disconnect between the grant (REAP) and the G5 group.

None

N/A

na

Not able to answer

None

Wait time when on hold

n/a

Allowing the G5 username and password to continue for a minimum of a year.

NA

n/a

Unknown

N/A

None.

Specific instruction on submitting grants

Navigation directions.  However, the person that helped me, stayed with in each step of the process.

NA

I don't have any suggestions as they have been very helpful.

Do not contact regularly to know.

NA

None

Not applicable - haven't needed

Have not had to contact them.

N/A

N/A

These are grants for rural and remote school districts, not nuclear football launch codes.  The ever changing passwords and logins are a bit much.

It is frustrating to have to frequently update your password.  I only use the site once a year but have to change passwords more frequently than that

have had no contact with help desk in past 12 months

Did not need help within last 12 months

CAN'T RECOMMEND IMPROVEMENT WHEN I'VE NEVER HAD TO WORK WIT THEM.

N/A

I don't recall using the Help Desk.

Have not had help from the Helpdesk in the last 12 months

wait time

None

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

G5 is a hassle to get the grant money.

I don't have any suggestions for improvement - I have had nothing but success with their system.

not able to answer

Easier navigation to the grant information  Easier way to upload information

NA

unknown

I find it difficult to find historical payment information.

Post instructions for grant submission on home page.

Video Tutorials

The system is cumbersome and difficult to navigate.  Providing an ability to interface user roles and make it more accessible would be helpful.  I understand the need for secure access, but sometimes utilizing the authenticator application can be inconvenient if one does not have ready access to the device it is stored upon.

I feel that the system is effective as is.

None Noted.

All is well - fits our needs

The technology seems to work.  Not sure how to improve it.

It's hard to use and changing passwords all the time id diffcult with all the passwords we need.

I would like to be able to open one application and work form it without jumping from one page to the next with out the worry of save or not save.

Not aware of any, at this time.

Need to be familiar with the system to know where to go. Better laymans terms on what we need to accomplish

N/A

A better notification could be used to setup new users. Mailing in everything and waiting for a response takes too long.

Can't think of anything specific.

N/A

**Q57. Describe your best customer service experience during the past 12 months with the ED staff who work on this program.**

Professional, listen to the problem, effective in finding resolution

I think they are always polite and try to help us but we get 'it's G5 you need to contact' and then g5 tells us to contact the grants award. Pain.

None

I used the customer service personnel when I was completing the application. I was able to promptly speak with a knowledgeable person who answered by questions promptly. I have never had a bad experience.

not applicable

Always professional

The person I talked to about the grant identification was very helpful.

NA

I really enjoy the webinars that walk you through everything you need to do to make sure your applications get submitted.

responses during webinars were useful

Courteous and very knowledgeable.

Not Applicable

Each time that I had to call the help desk, my 'problem' was solved. The person on the other end of the line did not express frustration nor impatience.

The one time I called, the issue was handled quickly and professionally.

NA

Did not have to contact customer service.

webnairs

Again, when I have questions I can call [redacted] and get them resolved in one phone call.

None

no contact with customer service in past 12 months

HAVE HAD NONE

N/A

Have not contacted the customer service in the past 12 months

answered an email in inquiry into timing of grant award notification, responded same day.

N/A

**Q58. Describe your worst customer service experience during the past 12 months with the ED staff who work on this program.**

Not applicable

When I called to confirm some instructions said I was asked tersely 'didn't you watch the webinar?' This right after I explained that I wanted clarification on items from the webinar.

I'm still trying to resolved some issues so we can get our funds.

None

I have never had a bad experience

n/a

n/a

Communication between SAM and CAGE was a bit confusing.

Having to redo my password so frequently

NA

n/a

answering emails - not sure I ever got a response to my question.

N/A

N/A

Not Applicable

N/A

NA

NA

None Noted

Not applicable.  Did not have to contact them.

N/A can't think of any.

Dealing with the G5 to get passwords renewed, etc. Again, rural education grant not nuclear missile codes.

None

no contact with customer service in past 12 months

HAVE HAD NONE

N/A

Have not contacted the customer service the past 12 months

N/A

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

Keep up the good work

I have never worked with this program, but was asked to complete this survey anyway. Please disregard any information in this survey as it will skew the results and standard deviation of you quantitative analysis.

I'm not sure why claims/grants cannot all be under REAP versus a second place (G5).

I am completely satisfied with the service.

n/a

Shorter wait time while on hold

Allow my password to be consistent for at least a year

na

I cannot think of anything at this time.

timeliness

N/A

Not Applicable

Provide a link to future surveys within the G5 system. It is hard to know what emails are real and not just SPAM.

They provide ample support

None Noted

The service and experience I have had with them has been good and my questions were answered.

It is very confusing to determine what the grant funds can and cannot be used on. They list that they can be under the Title specifications but that still doesn't provide much clarity on what you can and cannot spend the funds on. More detailed guidance and examples would be very helpful!

Always use the KISS model.

We are a very small school. With applications, etc. it is very helpful if clear, precise guidance is given on appropriate CFDA Numbers, coding, etc in various fields when completing the application process.

One login and one password with and enduring life.

Nothing at this time.

Notification of issues/problems with the grant application. It would be nice to know if everything has been completed.

DON'T KNOW

The setup process can be better.

N/A

## CUSTOM QUESTIONS

**Q3. How frequently would you like to have webinars or other means of technical assistance?**

Not sure

Nothing

I don't have any recommendations as they have always been very helpful.

make sure all questions pertain to schools, are clearly written and have clear instructions easily accessed on the page.

n/a

Step-by-step instructions

na

I am happy with their service now.

not sure. very helpful to have literal instructions for filling out grant applications (REAP/SRSA)

N/A

Offer a variety of times

not applicable

Provide a link to future surveys within the G5 system. It is hard to know what emails are real and not just SPAM.

Provide assistance with Grant writing

None

Uswe KISS

Passwords and logins and endure.

Nothing at this time.

Just communicate when grant is completed.

DON'T KNOW

Keep the webinars/handouts available and send out reminders when it's due.

More detailed instrucions

Nothing

**Q4. What could the REAP team do to improve the content of technical assistance?**

The interaction and relationship between G5 and SAM

**Q5. Please check up to 3 topics for technical assistance that you will need in the future in order to improve the performance of your SRSA grant. (Check boxes with the maximum of 3 to be selected for the topics below) (Other, please specify)**

NA

No suggestions

n/a

Needs to be clear. If you are new & have not worked in the system, it is very difficult to navigate. Simple is always best!

Unsure

na

n/a

Not sure. Don't use it much.

N/A

Don't know of anything

Video Tutorials

Continue with updates throughout the year

None Noted

KISS

If is on topic and good, no comment.

reduce the frequency of password change requirements

Nothing at this time.

DON'T KNOW

Email out the information.

I think the website is okay.

**Q6. How can we improve the content and navigation of our REAP online resource, http://www2 ed gov/programs/reapsrsa/index html, in order to make your experience more useful?**

None

NA

No suggestions

n/a

Unsure

na

n/a

Accessibility

N/A

None at this time

Provide a link to future surveys within the G5 system. It is hard to know what emails are real and not just SPAM.

I think they do a great job

None Noted

KISS

We are fortunate to have [redacted], so we are able to navigate our questions, concerns, or comments with ease.

None at this time.

DON'T MAKE ME FILL OUT SURVEYS I'VE ALREADY TOLD YOU AREN'T RELEVANT TO ME.

Handouts

None

**Q7. What recommendations would you like to make to the REAP program staff to assist you in administering your grant effectively?**

As needed with new information

quarterly

Quarterly

Once a year

Yearly

Quarterly

yearly

n/a

Bi-annually

Seldom

na

Anytime applications become available and need filled out.

right before grant windows open

Once per year

3 or 4 times a year-preferably just BEFORE the submission window opens

Maybe 2-3 times a year

Bimonthly

twice per year

Every other month

Quarterly

Quarterly

A few times

Once or twice annually

Annually, A month or two before the grant is due.

When any change with REAP Application or draws

Twice a year at least.

once per quarter

That is hard to say.  It depends if the paperwork or application changes.

Always

Current training is adequate

quarterly ??

I do not and probably should.

not a need for me

Every 3-4 months.  Maybe twice a year.

na

occasionally

once a year is sufficient

Last spring's webinars were timely, BUT please archive the webinars. They happened right in the middle of state testing. It's difficult to be two places at the same time. Archived webinars could be accessed at a later date.

Once a year when filing the application.

Quarterly

Couple times a year.

Once every 2 years

quarterly

twice a year

# 21st Century Community Learning Centers

## CORE QUESTIONS

**Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for the [PROGRAM OFFICE].**

Joint - or at least coordinated - national meetings of state coordinators for other federal grants

Integrate meetings, professional development, etc. with the other programs under ESSA (with ED's OSS and OSHS) and move away from the siloed approach to oversight.

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

Make more sessions more accessible using interactive technology that will allow subrecipients to participate from remote areas vs simply watch.

Test technology before going live. Ensure that content delivery is practiced before done live.

Better platform for web conferences and trained staff on how to use it to facilitate a web-based training.

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

private evaluator

21APR

21APR

21APR

21APR

21APR

21APR

APR

21APR

21APR

The Tactile Group APR

21APR

Cayen

21apr

21APR

21APR

21APR

21APR

APR

21APR

21APR Tactile

21apr

AIR data hub

21APR

21APR

21APR

21APR

21APR

Locally developed system

21 APR

21APR

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

N/A - I have not contacted the help desk within the last 12 months.

The helpdesk wasn't needed since the reset could be done online

Did not call within the last 12 months

N/A

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

N/A

n/a

N/A

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

N/A

I don't use the system regularly during the year. However, it always feel like a new discovery or navigation learning curve experienced when I use it. There isn't a ease in navigating the system each time for periodic users.

I literally only use the G5 system to print off my grant award letter to file with my finance team. I don't know what else the G5 system can do.

N/A

**Q57. Describe your best customer service experience during the past 12 months with the ED staff who work on this program.**

The staff has been outstanding, however when it comes to some issues exp: fees, eligibility 40% free and reduce etc.. it would be great if the Dept. of Ed had some Objective requirements we could use in our grant competition.

It has been of great support to receive support that adequately prepared OSSE to be monitored by USED. The TA and timely responses were greatly appreciated.

[redacted] is a wonderful contact for my state. She is attentive and resourceful and sincere. Thank you!

The in-person SEA meeting held 2x per year. Presentations with opportunities for questions and sharing among colleagues is very effective.

The staff at the Department of Education are very friendly. And they always have been. Every time I have a question it is answered promptly and professionally.

I had a few issues getting registered for some meetings and trainings and my program officer addressed it immediately.

ED staff are customer service orientated during our bi-annual technical assistance phone calls.

Our program office responded within 1 day to an email question.

[redacted] is remarkably responsive to questions and concerns. She personally visited our New York Statewide Conference and gave an inspiring plenary address and met with NYSED staff and sub-grantees. I have had follow-up questions and concerns that she has graciously responded to.
I needed some balance information from G5 to make some informed decisions and my program office [redacted] provided me with the information the same day. I had a very time sensitive matter and she provided me the information very fast.

After the passage of Hurricanes Irma and Maria in the Virgin Island my program manager was extremely helpful.

Timely responses.

I received a follow up call from my program officer about an issue just to let me know that they had not forgotten about my question.

One-on-one conversations with Project Officer and quarterly calls with Project Officer and technical assistance contractor have generally been useful, clear, and supportive.

The ED program staff have played an integral role in supporting the work within the state around the understanding of the federal guidelines and the state's implementation of the program appropriately. In addition, technical support was provided to assist the state in developing its RFA, building statewide capacity and improving the internal fiscal controls. The technical assistance from ED has been crucial in working towards improving the program implementation for the state.

Was able to set up a technical assistance call within a week of the request. Very Responsive.

[redacted] and [redacted] have provided wonderful support to Mississippi through their responsiveness to our questions, in addition to providing support by USDE Contractors. This has helped us build the capacity of staff, and strengthening programs in Mississippi.

In person meetings with legal council available.

One time the program officer called when there was not a 'scheduled quarterly call.' It was cool that the program officer reached out; however, it was not to see how things were actually going in the state but just to state that a parent contacted ED from my state and they wanted follow up.

on line site visit

[redacted] has been extremely helpful, responsive and supportive to me as a new SEA for a wide variety of issues. I greatly appreciate his professionalism and service.

My individual program officer is always quick to reply to requests for clarification and provide guidance as she is able.

Besides interpersonal interactions, I'd say that our targeted monitoring call was right on point and very helpful. Also, the recent SEA meeting in DC was the best yet! Right on target with what we need to know and do right now, and very clear from every presenter.

A subgrantee had an issue with a student receiving services under IDEA. My program officer was pro-active in helping to resolve the situation. Her interest in making sure what was best for the student was obvious and a positive reminder of the ED staffs' dedication to our students.

Monitoring visit with ED staff and TA providers was very helpful with helping us figure out difficult situations. We feel we are better at implementing the program thanks to the monitoring visit.

Clarification on guidance.

Really enjoy the biannual calls with my Project Officer and contracted staff. Very helpful.

**Q58. Describe your worst customer service experience during the past 12 months with the ED staff who work on this program.**

Not having the fees webinar recorded and assistance with ESSA on the RFP once again it would be nice to have things written out in objective form.

The only area I would identify for improvement is in getting more timely responses to questions from states regarding interpretations of ESSA and the need to issue updated guidance well in advance of changes policy that is articulated in the existing NRGs
The 21stCCLC team has always provided excellent customer service so nothing can be identified as a 'worst experience'. Most frustrating, on the other hand, would be the conversation around program fees.

N/A

None

The response rate on issues related to data submission

Information from the ED director is often conflicting and confusing to sub-grantees. It seems like 'after the fact' Ed will give TA on issues that many sub-grantees are having. The 21st CCLC program has non-regulatory guidance from 2003, it appears that many states have grantees who are generating income from their programs which is allowable, but now we are being told that it had to be approved in our state plan, therefore all states who have grantees that are generating program income are out of compliance because no state plans for Title IV B included 'program income' and most state plans have been approved. Therefore, how can we all be doin it wrong, it appears as if states were misinformed. Also about 1/10 of the time if get a phone call or email back from ED regarding a TA question.

Our program officer taking a leave of absence without forwarding on a question we'd asked.

Lack of state issued guidance.

not applicable

I have not really had a bad experience.

I have been waiting for a written response about an issue for almost 2 years. I do not blame the program staff as I know they are limited in what they can do.

Guidance around program income: did not address this issue early on despite states asking for it, lack of written guidance, lack of comprehensive information that demonstrates an understanding of the issues on the ground, lack of a clear process so far with the potential for a burdensome process

The wait (delay) in being able to provide new guidance in regards to ESSA implementation.

When a meeting is rescheduled.

I cannot identify a bad experience. I do wish however the USDE as a whole would provide more written guidance around programs.

General lack of response to specific questions, no updated non-regulatory guidance to assist States with grant implementation.

Two times our 'scheduled quarterly calls' have had follow up action items (ED stated they would send examples of other states' program evaluations); however, after both times there was not any follow up or documents sent.

program income roll out

A recent webinar on program fees and income left us feeling as though we had more questions than answers and specifically contradicted the written guidance we have on this program from 2003. This program is so valued by our state and local leaders. We are seeing significant impact from students participating, yet the reporting and guidance have not been updated in entirely too long. The latest research on this work shows the importance of it as a key school improvement strategy and we see daily the benefits for student level outcomes. It needs to be given the recognition and attention by the USDE leadership that it deserves. We do not believe this is the fault of the ED program office, just a philosophical difference in the value of the program. This is an important program, especially in our rural communities.

N/A

N/A

During SEA meeting, too much was focused on direct programming and not enough about SEA work, like monitoring sub-grantees, statewide evaluation, working with other federal programs, etc.(covering Private Schools, Fees & Renewability topics was really good though).

No written guidance on program income.

None

N/A

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

Your staff seems to have a lot on their plate it seems like we all do. I think more support for your staff.

Updated regulations Streamline process for approving and releasing response to new questions/guidance

Keep on providing the great support you have always given! Thank you to everyone, especially [redacted]!

Within the mission and restrictions place on program officers and others in the OAI, I think they are doing the best they can to communicate and clarify.

It would be helpful to get timely and accurate responses to emails and phone calls. It feels like Dept. of Ed interprets the CCLC statute differently than how it is written. It would be helpful to have CCLC SEA meeting twice per year, that are regionally located not always on the East Coast or in AZ during the summer.
I would like to see the APR process improved. I am working on a state-wide data collection system in our state in order to more efficiently report data to the USDOE and also have the data for state-level purposes to assess program implementation and outcomes. However, I wish but there were different GPRA measures that more accurately captured the many benefits of this program so that Congress would have a better idea of this program's efficacy.

The office is doing great work within the constraints they have.

USDOE website could be more user friendly.

Written non-regulatory guidance is needed. 2003 was the last time non-regulatory guidance was issued.

interactive pd, develop expedited process for expedited review and issuance of guidance when there is a need for clarification or new policy that affects all states.

SEAs need clear, consistent, comprehensive and timely guidance. We need to be given flexibility within the parameters of ESSA and regulations. We need to hear more from each other.

Move forward in a way that provides clear guidance and useful supports to states. Do not delivery content with ambiguity or institute processes that make program administration more difficult for states.

Use of technology to stream meetings has been great. SEA meetings could be live streamed to allow more states to participate.

Issue an updated non-regulatory guidance for the 21st CCLC program

Sometimes it feels like there is a double standard, which is upfront ED stance is 'it is up to states to interpret the law and make decisions.' And then afterward when a decision is made the stance is, 'well, that is not quite the decision we wanted you to come to so try again.' It just seems like if the guidance is backing off then a specific outcome should back off as well.

SEA peer to peer collaboration

With the limited resources and guidance, the most beneficial opportunity seems to be to continue to bring state leaders together on a regular basis so that we can learn from one another.

I am delighted that we are beginning work on our GPRA measures. This will make a huge difference moving forward.

N/A

Use webcams for online monitoring and check ins. Provide guidance on how to incorporate 21CCLC into EDFacts system at state level. More opportunities for SEA grantees to peer network at events/conferences. Global Café eg.

More advance notice of SEA meetings and webinars. Written guidance on program income.

More frequent communication

Perhaps have 3 calls a year instead of 2. Regional calls where states can collaborate more frequently to discuss monitoring and Request for Applications.

## CUSTOM QUESTIONS

**Q4. For any event that you rated less than 10, please provide the name of the event and tell us what improvements we can make to increase the effectiveness for you.**

The webinar on fees did not record, I need that.

The Evaluation webinar didn't offer much new information and the 21CCLC preconference sessions were hard to sit through. Too much passive information download from outside groups/agencies that could have been done as recorded webinars.

SEA Coordinator's meeting - overall good, I would like some fiscal (EDGAR) training at the next meeting. Webinars - Webinars are always tough to conduct, however USDE does a good job at them.

Is April 21 webinar supposed to be 21APR webinar? If so, those are ok. A lot of review of the same material. I listen for the new information, like due dates. The Y4Y offerings are not as robust as the material that we offer as a large state, so I ranked it lower. I do like the webinars with experts from the field and other states.

Have content of SEA meetings relate to work on the state level and more opportunities to learn from each other

I wish the SEA Coordinators meetings were required because New York State rarely approves my travel to attend which puts me and my State at a disadvantage.

n/A

SEAs need more time for sharing and hearing from each other at SEA meetings and preconferences. Less time hearing updates on initiatives (e.g. we spent too much time hearing about the professionalization of the field project at the last one). I would also like to see all of the Project Officers at all of the SEA meetings. It's very strange that some seem to be left out sometimes and it undermines consistency.
The SEA coordinator's meeting does not allow sufficient time for states to collaborate or for sharing of best practices while onsite. Also. there are moments when the topics on the agenda do not allow a sufficient amount of time for questions and answers to be provided. In addition, more frequent meetings would be helpful. In most cases, state coordinators cannot come together onsite in one location without a facilitated meeting through ED.

Webinars need more advance notice. Perhaps develop a calendar with a regular webinar each quarter. Recording the webinars to allow SEA's to view the guidance at a later date.

Provide updated non-regulatory guidance, have the staff able to answer questions effectively, follow-the agenda at meetings.

SEA Coordinator Meetings. I think it would be valuable to be given more time for SEAs to reflect on material, work in small groups with other states, and address specific state issues. Whereas, the bulk of the time is lecture that results in much of the content not being tailored to the needs of the SEAs.

New Director's Toolkit webinar got me all excited about the Toolkit, but in spite of following up, I have never been able to get one!!!

Some of the offerings have not been very motivational (a little monotonous).

SEA Meeting comments about relevance to our work and not information for direct program providers.

For all of tehm to be more clear with examples

SEA Meetings should be aligned with a National Conference - NAA, Beyond School Hours. The content discussed should be how are states monitoring, sharing tools, RFAs, etc. Include a site visit and states could be split into groups so not too many people are going to one site.

**Q7. For any activity that you rated less than 10, please provide the name of the activity and tell us what improvements we can make to increase the effectiveness for you.**

n/a

n/a

I don't really have a recommendation. These are always going to be formulaic to a certain extent.

Virtual monitoring has a limitation in relation to on-site monitoring. It allows ED to provide review and feedback on hand.

Provide an updated non-regulatory guidance

Bi-annual phone calls. It just seems like an awkward 'well here we are again because we have to.' I guess it would improve if ED inquired about where our state is struggling and needs TA, rather than ED coming in with a specific agenda.

I would love to get a New Director's Toolkit.

Initially I was told by an outside contractor that I would receive an agenda a couple of weeks before the scheduled call. I didn't receive an agenda for the past call, but it would have been helpful for me to refer to during our discussion.

Would like to see folks during call in and virtual monitoring. More use of technology for video conference calls.

On site technical assistance, our state have not received one, yet.

N/A

**Q10. What technical assistance topics can the 21st CCLC program provide at meetings to support the states more effectively?**

It would be nice to let us get in round table and talk about RFP process, reader process, our monitoring and programing ideas and learn from each other in small groups. I loved this last meeting in DC Thank you!

Provide a safe space for questions from the field.

SEA monitoring strategies/tools aligned to ESSA, partnerships with CTE under new Perkins (state and local level)

1. EDGAR/fiscal training. 2. Behavior management training (so I can pass along to program directors). 3. STEM and STEAM resources.

Legislation and updates, best practices

Policy-specific discussions are always useful (e.g., program income, peer review process, provider list, ESSA, financial compliance topics). Peer to peer is important in these meetings. Access to the 21APR and monitoring contractors is also important.

PD the relates to state level program implementation

How states can better collect, manage and report their sub-grantee data. I wish there was a uniform system that States could all use that would allow states access to their own data for state-level and local level evaluation purposes.

The series of topics that have been addressed were all very good and useful.

Sending out a pre-survey to collect questions and then answering on-site would be great.

Renewability

Examplars (policy, templates, SOWs etc)

I don't know that we need different topics. We just need clearer information and more sharing with each other to get more out of any topic.

Additional time for collaboration when implementing new guidance. Strategies for building capacity and outreach in rural areas, with CBO and FBO applicants.

Fees Renewability of Awards

Program Income

provide an updated non-regulatory guidance, guidance on academic enrichment, how states determine funding priorities

I could use more statewide capacity building strategies. Often, the content is focused for sub-grantees and does not have a direct impact on my work. Whereas, addressing ways to improve the statewide program would be beneficial.

More collaboration and sharing from SEAs on specific topics.

Evidence-based practiced, alignment to school improvement efforts, continued discussions on program evaluation, continued efforts to improve gpra measures to better reflect the work, updated program guidance.
Please continue to provide relevant topic presentations similar to the last SEA meeting in DC. And bring back Mott again. I think some SEA directors don't really understand how Mott supports what we do.

Continuing to highlight the changes in the ESSA law would be helpful.

Tips for monitoring subgrantees. Statewide evaluation best practices and tools. Carryover process examples. GPRA and ESSA alignment More table conversations and peer learning, less PowerPoints. The knowledge of SEAs is wasted when not shared with each other.

Program income Collaborations with other federal programs (migrant, Title I etc)

Retention and enrollment

Monitoring Request for Applications Visit a program Grant Process Funding Cycles

# Indian Education Formula Grants

## CORE QUESTIONS

**Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for the [PROGRAM OFFICE].**

Due to lack of staff and leadership, I don't think I there is opportunity to collaborate.

An updated information guide, with consistent answers for programs to adhere to.

monthly newsletter that is not imbedded with all other Indian Education events, programs.

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

Stop requiring the use of Internet Explorer as the only browser to use on the EDEN system. It is not supported as effectively as Firefox or Chrome.

recorded webinars or go to meetings so we can access them at a later time as some of us cannot make the actual times indicated on webinars.

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

Do not know

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

Don't know. More simple instructions

There is just a lot of information on the site and it requires searching to find the specific link/site I need.

All articles are old. No new info posted.

Our school system is not compatible with the G5 system, therefore, I am unable t[ participate in the webinars.

It was not very user friendly at first, but once you learn to 'click here and there' and realize where you click and see that is available to you, it becomes a little better. After 5 years of working on G5 for other grants, I now feel comfortable with it.

None needed

The only difficulty I have is the need to change passwords so frequently.

I do not see that any changes need to be made. The system works fine for us.

NA

webinars, go to meetings, ZOOM,

**Q57. Describe your best customer service experience during the past 12 months with the ED staff who work on this program.**

When I am able to reach a staff member in the OIE they are always extremely helpful. However, it is very difficult to reach a staff member directly due to their high volume of email and phone calls. I often do not leave a voice mail as it is typically many days wait for a return call. I understand that OIE staff in particular have very large caseloads so I often just continue to phone until I reach someone that can address my questions immediately.

Answered questions quickly

All interactions are very good.

Most of the support I access is in the form of the digital tools provided within the system. I watch, and re-watch, webinars and download guiding documents. Within the guiding documents, I can search terms to quickly find the needed information.

[redacted] has always responded quickly and researched answers if she did not know the answer.

Only receive the Title VI grant and do not have subawardees. I have never used the website or have had contact with anyone other then i calling when i have a question when submitting the grant. At that time response not from OIE, but rather the company that does the EDEN app. ALthugh EDFacts is convenient, our LEA native population is less than 10% so data received by Edfacts is unavailable or inaccurate. I was unaware that OIE is working with states in obtaining data. It would be nice to get that kind of information sent directly to Title VI awardees. The only communication from OIE is the application, the fund notices, and this survey. I don't have time to check in on websites, so if it came in my email, i would be able to read when i have time.

The tech team that does follow up calls to ensure I am meeting my formula grant application deadlines and the APR deadlines.

My best customer service was getting a competent person who understood exactly what I needed and was able to point me to it without reading a script.

Most has been handled by email. Quick response. No complaints.

I have not utilized ED staff very much but when I have they have really helped me. They get back to me or answer right on the phone what I need. They have also emailed me and that has been effective.

I have had very helpful and polite contacts with the Department of Indian Ed.

Always available to take and answer any questions I may have.

When working on the grant application, I encountered a situation of pre-popullated information that I wanted to change. When I called in I was helped immediatly and all issues were resolved.

Resolving drawdown discrepancy.  Staff response was very timely and helpful!

The video/teleconference was appreciated!

Customer service has been great when it comes to having patience with our tribe submitting numbers from several schools.  When it comes to gathering information between the school and tribes, it can take up to a few days, so I am grateful with the staff taking the time to be patient.

N/A

.

There is always a person available that can answer questions and communicates well and understands the process, etc.

I occasionally call and or email questions that I have for ED Staff and I am always called back within one day or email is answered within one day.  The conversations over the phone are very informational and makes me feel like I can call if I ever have questions.

When I contacted PSC to gain clarity about a grant entry.  The person was patient and provided me with the correct resource relevant to my needs.

The only issue that I had was when I changed or updated my password it would not work in the system so I had to call the help desk.  They informed me that I had to use the one that was issued to me and that I could not change that.

The Program Director of the Office of Indian Education responded and explained a question that was new to me. She was very efficient.

Prompt response time and a quick understanding of a rather complex issue related to parent / grant agency dynamics.

Have not contacted them.

I spoke to a real human voice when I called.

Every time I had a question, I received assistance in the most timely manner.  I was very pleased with the help from the ED staff.

I have had to call for assistance very few times, each time I am happy that I easily get in contact with a human being who is always willing to help!

Webinars were my best experience this past year.

I received a one on one phone call to help me with my issue and was told how i could resolve my issue. I was very pleased with the help that i received.

Always very responsive to questions.

I have had little to no contact with ED staff working on this program other than email instruction regarding completing the application and survey.  I have had more experience with the technical staff and they are awesome.  Very helpful no matter how 'stupid' the question.

I haven't had any contact with staff.

Haven't had to use customer support in last 12 months.

Reminders on deadlines

16-17 Audit due to increase in eligible participants - Wanda spent a lot of time on the phone with me, providing technical assistance to ensure compliance and accuracy of documents. She was patient and knowledgeable!

Not applicable. No contact.

When you have an issue with uploading or whatever it is - getting locked out - a pone call can usually help in getting you unlocked or help in the issue.

Anytime that I have had a question submitted, there was a prompt response.

NA

I always get answers but it takes awhile for responses on some items. I will receive the ticket to my question a few days later.

I had questions about the program and the staff was very good about helping and also and getting back to me.

**Q58. Describe your worst customer service experience during the past 12 months with the ED staff who work on this program.**

I have not had any horrible experiences with OIE staff. They are each very knowledgeable and help to provide thoughtful answers to my questions to the best of their ability. I have not yet found someone that was not helpful. It is just difficult to reach a live person.

None

none comes to mind.

I have not experienced any negative customer service experiences in the last 12 months with the ED staff.

One of the staff actually suggested that I Google to find an answer to one of my questions.

Didnt have one.

Left my state regional adviser (not sure of the title) voice mails with questions related to the grant application process and the data requirements but never got a response.

Someone who wasn't listening to my actual need and then would read and ask questions requiring me to repeat something I had just told them.

n/a I have not had a bad experience.

I cannot think of a time.

none

N/A

None.

No problems.

Inconsistent and vague information specifically regarding Tribal Consultation

I can't think of a negative experience.

N/A

.

We experienced a frustration in a back and forth discussion regarding.....I think wording or language....although I can't remember specifically.

I have not had any bad experience or anything negative.

NA---all positive experiences!!!  I have only encountered 'professional' personnel.

Did not have any.

This past year I've had to resubmit our Part II application several times regarding the GEPA statement.

The consultant we historically worked with retired.  No notice, no out of office response, nothing.  This complete lack of communication held up grant work.  Actually surprised that USED would let that happen.

None

None

Not applicable.

None

I can't say I've had any bad customer service.

I have not had a bad experience with the  ED staff.

None

none

I haven't had and contact with staff.

NA

N/A

Poor communication (in general) regarding data submission requirements. Difficulty (in general) changing points of contact for district. We are a small district and not a member of a consortium. We only serve 44 Title VI eligible students, so the amount of work required to fulfill the obligations of the grant, compared to the allocation can be challenging.

Not applicable.

Have not had any.

I have had a question regarding our Title 6 application and left a voicemail, never got a call back

Cant remember

No real worst experiences.

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

The Department of Education could hire more staff to allow improved and additional communications with our representatives in the Office of Indian Education. The OIE folks are highly competent, but there need to be more of them so that they can respond to tribal needs more quickly and have time to develop relationships with tribes to best serve Native American students.

None

synchronize the name of the various websites er must use to a single recognizable name.

The only challenges I have faced are from being a new administrator in a very rural community. It is difficult to learn the varied processes across the different grants management systems. I have found the Office of Indian Education to be one of the most accessible and efficient in terms of support and communication.

Hire a Director and more staff to provide ongoing training and support.

Its not the customer service, it is the impact from the products that are not effectively servicing our Indian students. Many LEA are using TItle VI funds and 'integrating' services but provide no real cultural component or direct services to benefit all Native students. And if they do provide services to natives, funding is limited. If we hired one staff in our school district to work with Native students only for the school year that would be a 1:55 (teacher to student ratio) for K-12, we would have no funds for supplies and that person could only work 20 hours a week at $10/hr. We need an increase of funding. Native students need identifiable teachers or mentors in the school. They need a class or school where they can relate. This is why many of our kids go to alternative school or dropout. Alternative schools are gathering place of natives. Indian students often occupy 50% or more of the alternative programs. Pictures/Posters in schools often depict white, black, and a few Asian students. Now we have more 'brown' students pictured but they are usually Hispanic or even Eastern Indian. Our Native students need a sense of belonging. Indian students only here of natives in the past in history classes. Our students are as mainstream as other youth, and we don't need to be represented by just pow-wow pics but as doctors, scientists, lawyers, museum curators, etc. The only educational posters of Indians are with feathers or of Chiefs of our past. This is why i say that OIE funds are not impacting or building our native students. We need OIE to hold LEAs accountable to using OIE funds for all Native students, to promote LEAs to integrate a true Native curriculum not just in history but in math, writing, art, etc.

This way all students would learn about all Natives in the current not the past, because many will work for tribal enterprises such as the casinos. I appreciate the limited funds for our youth as it is better than nothing, but I hope this survey will lead to increased funding for our students which can only increase our students learning potential to achieve their dreams. Thank you.

Provide more funding per student to better serve the needs of students.

They are doing a good job. I understand the challenge of hiring knowledgeable people. Continue to hire staff that will work attentively on the phone to help you problem solve issues. Keep up the good work!

N/A I am satisfied.

Maybe giving a little more time for input of our data. Other than that I have no input.

there are many names and websites and various help organizations are confusing. Also the software seems to run poorly unless ones uses a certain browser.

N/A

I have not encountered any issues. The service has been very good.

Continue to be responsive to any questions we may have regarding our program or funding. Possibly include funds for vehicle maintenance due to use for travel for college and other educational programs for youth.
ESSA has new requirements that LEAs are supposed to follow yet we have received inconsistent or no guidance on how to implement. Then have sometimes received negative feedback/criticism for not doing something the 'right' way. Then still, other LEAs receive contradicting information.
If they can create more funding that would be great, there are so many services that we could use an increase in to assist with students.

Hire more individuals there to provide the support and answers I need.

.

We are a small rural school. Some of the questions and processes that are required are really not applicable to us. Is there a way small schools with limited personnel can have an abbreviated version of applications, etc...

More examples of how a program should run properly on the Q & A.

No suggestions at this time.

They are very helpful and professional at any point that I needed their assistance. Thank you for your help

I don't have any issues with their services.

Set up more webinars and focus on the new/updated information that is required.

I have repeatedly asked how other districts / agencies utilize these grant funds. I am looking for best practices across the nation. I am told this doesn't exist.

None

Not sure at this time

More webinars on the writing of Grants, particularly those coming from the Office of Indian Education, but also those available through other federal agencies.

I think you do a great job!

I'm always looking for best practices or other programs that we can replicate.  Perhaps OIE could promote these.

No improvements from me, very satified with the service i have received.

I think all is fine.

I'm not sure...

NA

N/A

Just understanding that those of us in small districts (or those serving few students) value the opportunity the grant provides for our Title VI students, but the work load to manage the grant and complete the data submission process is cumbersome compared to the allocation received. Often, when working with the OIE they don't seem to understand that our IE population is small and seem surprised when we struggle with things that may seem insignificant to other districts with larger IE populations.
It is the difficulty of the website to which you apply for the grant... there is nothing easy about navigation about that site.  I don't know how to make it better - if there is a way but something is just off and needs help with the site or something...

Give more time frame to schedule community meetings.

More help with monitoring and auditing of the Office of Indian Education programs

more recorded sessions such as webinars.

Continue to be available and accessible.

## CUSTOM QUESTIONS

**Q8. What professional development training or conferences do you or your staff attend locally, regionally or nationally to improve the performance of your programs (i.e. State Conferences, National Associations, Federal Program Conferences, etc.)?**

We are so remotely located that all of our professional development comes from on-line sources generally provided by the Department of Education, and specifically by the OIE.

?

Typically, the school district in-services teaching certified and classified staffs in all new curricula. Then follows up with additional training and answering questions. District office staff also personally visits teachers having difficulty with the materials for one on one help.
I attend state administrative (principal and superintendent) conferences. This year I attended the national elementary and middle school principals' conference. My staff and I often attend the Title 1 state conference. As a rural school, we have a team who attends NW Rise by Education Northwest. I also try to alternate between attending ASCD and ISTE.

With new guidance, it is an unallowable expense to travel to seek PD. This is detrimental.

Not sure when you have state conferences unless a fellow Title VI program director from another LEA notifies me in advance. We are a tribe receiving in lieu of an LEA, so I am not sure if we receive the same correspondences. Otherwise, I attend NIEA and the Federal Conference the day before NIEA.

State DPI and WIEA conferences and workshops, WI CESA trainings, and local tribal conferences and workshops.

State Conferences

Federal Program conferences.

Our staff participates with LEA's in-service trainings and rarely attends national conference due to lack of budget. We do attend state-wide government to government meetings and about 2 people attend Oregon Dept. Of Education meetings that relate to Title VI.

none

Webinars

Tribal Consultation meetings local and statewide, NIISA Impact Aid meetings national, Engage State Conferences.

National Tutoring Association, Advanced Level Tutors; School Discipline Conference; California Conference on American Indian Education; various others: food handlers, mandated reporting; cpr/first aid

State and National Conferences

Wisconsin Indian Education Association, Johnson O'Malley, and National Indian Education Association are a few of the conferences we attend.

NAIE, Wyoming Indian Education Conference

State conference, Federal Program Conferences, annual training

.

Regional info updates for federal programs, but none for Title VI. Have participated in webinars.

Here in Oklahoma: Oklahoma Council for Indian Education Conference and State conferences that have training for Indian Students like at State JOM Conference.

State conference and webinars. Youtube is great too!! Those short videos provide so much clarity for my issue or concern.

It is always good to hear what changes are coming up or have happened with our Title 6 funding. It has been around for many years and our district has always used it to support our culture. However, what possible uses can grant funds be used when we have little extra funds available? We are always careful how you best use funds and how they must service our students.

Federal program conferences that are relevant to our school. Some state conferences that pertain to things or programs we have to follow through the state for accreditation and for Special Education.

We have not attended a profession development training on this particular grant. We rely on the scheduled webinars.

State Indian Education conferences. American Indian Science and Engineering Society Association.

State Conferences

Access to G5

SDE Differentiated Instruction, AVID Summer Institute, ISTE National Conference, Texas Instruments Regional Workshop, etc.

State Conferences, Federal Program Conferences

National Indian Education Association and California Conference on American Indian Education.

State conferences

State

National Indian Education Association Conference

NIEA

state conference

State Conferences

State of Arizona, Indian Education Office Meetings

State, national and federal

Anything within the state sponsored by State Education for Federal Programs

State education training as it relates to Native American students.

State

Language Revitalizing, Maintenance programs development and trainings, resources, do state and national conferences at different places, not just in central U.S. We have needs in the Four Corners area too.

State conferences and local meetings/inservices.

National Indian Education Association Convention.

**Q9. Over the next year, what can OIE do to better meet your technical assistance and program improvement needs?**

To gather state and school data is often a challenge for the tribe that I work for as we are such a small percentage of the population in our state. We could use additional supports to help us gather and understand/evaluate the data so we can better measure our effectiveness.

I can think of nothing. You are doing well now.

Continue to be accessible. Focus specific efforts on supporting those new to the process.

Off trainings. Let us travel out of city or state to participate in pd.

I would like to receive all notices and or correspondences via email not just about our funding and app renewal.

Have consistency year by year of Part I, Part II and APR submission deadlines. It is very difficult to effectively meet the needs of students on limited hours (because of lack of funding) and also plan and meet the grant deadlines when they are unpredictable. These processes take much time away from the daily tasks so it would be more effective to have some consistency in scheduling year to year so we can better plan out our work schedule for the year.

Nothing that I know of at this time.

n/a everything is fine.

Provide feedback from surveys.

.

N/A

I am pleased with the technical assistance and program as it is.

Increase funding using a different formula due to the small size f our student count.

Again, clearly define requirements for Tribal Consultation please

Just keep doing what your doing with the webinars and updates on the site.

Faster responses to questions asked directly to department

Help me figure out how to access webinars in my school program and also help me determine what a reasonable salary for this position should be.

.

Short reminders just prior to submission deadlines.

I think that if OIE can visit our OCIE conference, it really is the best way to have conversations that need to occur in terms of technical assistance.

No suggestions.....

Maybe just do a 'wellness check' once or twice a year to see how things are working out and if there are any questions the LEA might have.

I don't know.  I think what they do is sufficient.

The majority of the technical assistance is handled by EDFacts Partner Support Center.

We have had inconsistent levels of support in the past which has improved over the last 6 months.  I am hoping that the level we have been experiencing lately continues.  We need increased information on allowable items / programs through the grant.

None

I am satisfied

More information on grant writing.

I can't think of anything

OIE is doing a great job in this area-timely, friendly, and helpful.

No changes from me.

All is fine.

unsure

na

Keep doing what it's doing already

more informative small chunk and chew webinars and record them and put them somewhere accessible because not all of us are available the days you have them we wear many hats -- picking just 2 a few pages back - could have picked many -- assume we know nothing.

Increase the funding amount for Native American students.

more in person trainings!

recorded webinars.

The EASIE application and reports should not time out.

# Indian Demonstration Grants

## CORE QUESTIONS

**Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for the [PROGRAM OFFICE].**

have joint staff meetings, share information on common grantees, have joint meetings for grantees

[redacted] never answered my questions. [redacted] was the best program officer I ever worked with. If she didn't know the answer she tried to get it for me, but if she didn't know and couldn't answser then she was honest with me and told me. I've been dissapointed with all of the changes in OIE administration and the transition from one to another.

Cross training would be very helpful.

I recently needed some guidance on a budget expenditure and other program questions. My program manager was helpful giving guidance and a template that would later be submitted.

at the grantee meeting we were able to meet by region for a short time. This was helpful. We got to hear and meet others in our state that were funded.

We just started our project last year. The Project Director meeting was helpful.

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

The G5 system is required by sometimes not used by program officers. As a result, reports are done multiple times and using forms that are loaded with code and hard to read or enter data into. A simple, clear and streamline system would be much appreciated. Program officers need to know how to use it, and also how to coach grantees in its use. Webinars and other tools are great to reduce travel and save time away from our communities, but the information must be accurate, specific and consistent.

Webcams would be helpful. Telephone calls with multiple callers is confusing.

Direct contact through email to link announcements, trainings, and date reminders.

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

G5 Help Desk staff assisted with getting our account set up. They answered all applicable questions.

The project directors are always ready to assist when the need arises.

[redacted] was helpful in working through a ticket to find out why I could not receive email generated through G5. [redacted] got involved and cancelled our ticket without resolution.

I have not used the G5 Helpdesk.

Our Indian Demonstration Grant contracts a External Evaluator who assisted the Project Director submit G5 APR reports.

Helped reset a password due to instructions on site being incorrect

When I call G5 they are always very helpful.

The helpdesk has actually been very helpful but the system is horrible and not intuitive. I spent at least 2 hours on the phone with 2 different help desk attendants. They were super helpful, thoughtful and had insights that helped me better meet the demands of program reporting. The communication between this support service and the knowledge they have of the system and our program officers is problematic however. Training so program officers can use and support our use of this system, and a revamp of that system is needed.

My G5 help desk experience was a good one. They helped me navigate the system and also helped me with login issues.

N/A

N/A

Great support!

They were very patient and cooperative. the people I speak with arr great. The system definitely needs updating.

I have not used the helpdesk but my staff has and they said they were helpful in answering how to duplicate a form.

They call you within the half hour of your email.

CALLED ONE TIME

They responded to my request for help with recovering my password in a prompt manner.

Requesting the first draw-down

Fast, efficient, handled the situation w/G5 without interrupting work flow. Amazing!

Fixed the issues immediately

Analyst provided immediate remedy to issue.

Setting up my account and gaining access was fairly quick and simple with the helpdesk.

Not applicable

On one occasion, the analyst was very friendly and eager to assist, however, our question had to be directed to our program officer.

Using the call center to navigate the G5 system.

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

The system is not very user friendly. Suggest updating to a more user friendly system.

NA

Better familiarity with submitting APR through G5 noting FAQ and common problems.

N/A

Maybe because of security reasons, each time I want to enter G5 I have to enter a new passcode. If I log out and want to log back in (same day), I have to request a new passcode.

Helpdesk folks really know their stuff related to all things G5. The limitations of the system and lack of cross training with program officers is a huge issue. If they were working with a better product, and program officers who knew what it could do, it would be much better.

If we could increase the number of allowed characters in a box, it would help us with our reports. It would also be nice if the automatic logout time limit was extended.

accessibility

N/A

You should update the ability to move from page to page easier, change the way you view what has been typed. Do something about the log out problem. Use drop-down boxes in areas when possible. Allow a person to use last years document to update the new year.

none

None

Not sure. Seemed adequate based on limited experience.

Clearly state all necessary information, documents, steps, etc. needed to complete a task before calling back in the next time or attempting to complete the process on your own. Make sure complete information is shared vs. partial information.

N/A

None

Not applicable

No recommendations.

Better communication between G5 HELPDESK and Program officers.

Linking Call Center Staff with Grant Staff so that questions about the grant can be answered by the call center and they can guide you through the G5 system.

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

I have no recommendations.

Allow each section of our APR to be submitted as a PDF. The current process of adding each data point by objective wastes a lot of time.

It is not a very intuitive site it is very hard to navigate for first time users.

I depend on the FPO or COR explaining technology requirements and how to navigate to locate G5 grant reporting forms.

more user friendly. less clicks to navigate to most used items. better visualization of links. Dates that docs are added ie GANS

It is not intuitive, difficult to navigate and 'quirky.' Small things can trip you up (example is how targets, ratios and numbers can't all be used at the same time. If you make an error, it erases all information causing numerous entries of data. This is stressful and time consuming. Then we often have to redo the entire report as a word doc because program officers want a different format or are not actually skilled at accessing our information in G5. As G5 is supposed to be a repository of all reports, our pre and post data is accessible there. We should not have to redo previous years reports in pre and post form to ease review by program officers if the system is working.

There has to be a better platform for completing the needed information. The site will time out and the user will lose all information.

Training on G5 would help.

remove the additional login

It could be easier to navigate with less pages.

That system in not easy to navigate. Just like this slide I have to go back and forth to be able to see other data. the pages are not easy to move through. Develop a program that allows easy movement and you can move from question to input page or wherever easy.

two many steps

Access is always a problem. There needs to be an easier way to log on. There always seems to be an issue.

Easier to navigate. More descriptive or apparent instructions on gaining access.

The G5 system kicked me out mid-APR reporting causing me to lose the information I had entered. The directions for submitting an APR given by the FPOs in written and verbal form and the technical assistance team through the webinar did not match the capabilities for reporting within the G5 system. The G5 template was very limiting and challenging to work with during completion and submission of the APR.

It took me awhile to get familiar with G5.  After use, G5 it's fairly easy to navigate now.

Page needs to more clearly identify items that are links to specific actions.

It would be easier if past reports were automatically generated when submitted new reports to view the data side by side and see progress over time.

Not applicable

No recommendations.

Several occasions we were knocked off the system because of hitting the 'back' button.  There needs to be a more ease access which will lesson the times you are knocked off and have to gain access code.

none

**Q38.  How can the Performance report (data accountability) submission in G5 be improved?**

Allow for data to be entered directly.

I have no recommendations.

Allow all APR sections to be submitted by PDF.

once you get to that part of the site it is good except there have been times i have written the report and had it time out and lost it even though I have hit the save button.

upload the instructions per report to fill out data, not just general info.  ability to upload docs for reports instead of cut and paste or use Form Fill

I would love to be able to copy and transfer over objectives. It says you can, but if the form is expired, then it messes up.

If we have to redo everything in hard copy form, then 'clean' forms that are easy to read and free of old code should be provided.  As we do all narratives first in word, resulting from the system losing our data when or if we make an error, it would be helpful to have these. It would be very helpful to be able to have forms that carry forward our information including objectives as this would save a great deal of time in subsequent years and increase consistency.  Some things we should only have to enter once, then update as the program progresses.  It would also be helpful for more grantee training in the system and for greater clarity regarding difference between goals, and the various types of objectives.

better navigation and autosave features

Allow more characters in each space.

Let us know if we have completed task as needed.

I like the cut and paste. It makes it easier for me to have a word document ready to go..

The report should be a simple data input section added on to our current grant pages, not a start all over page. We should not have to retype the information to submit a report for the grant. Just add additional boxes in our original grant goals and objectives section that we can update yearly and we can review previous input data. Stop the time our problem or let us set our time for logout.

better instructions

Easier access to the forms and to make changes on the forms.

See last response.

Where to find things is not apparent-you have to dig to find what you are looking for.

I just learned how to use G5 last report period. Too early to know if improvement is needed.

Some parts of the template do not provide the opportunity to accurately reflect data being reported.

The percentage and raw number fields are confusing when determining which one is better to use.

There needs to be a print/pdf availability before and after completion. The ratios did not allow for our actual data numbers as requested by program officer. Limited size for file uploads. We had a large file and had to condense because of size.

no comments

**Q57. Describe your best customer service experience during the past 12 months with the ED staff who work on this program.**

Again, project directors take the lead in assisting with needs.

[redacted] is knowledgeable, professional, and responsive in a timely way.

I was working with [redacted] and she was amazing always got back to me right away etc. it is too bad that it had to change 1 year into my grant.

Each NYCP grantee communities differ in educational resources. As Project Director, my FPO approved budget amendments (no change to the scope of the approved NYCP grant goals and objectives) which allowed better transition into the 2017-2018 school year. Our communication(s) were done using technology.

[redacted] worked to correspond with us; however, we have had many grant officers

In a meeting with my program officer, I got critical information that allowed me to complete an important task.

The ED people are always nice and accommodating.

N/A

She was very responsive and easy to reach. There is not enough staff and when someone leaves the replacement person has not been someone always who has worked with this grant. When the Dept

loses people it should replace them sooner. We don't feel we should not  call because you have such a burden with the load you have to carry.

Assisted me in understanding the % in the report

When [redacted], was on the phone call.  It was pleasant, educational and very helpful!

Meeting at the Project Director meeting.

My original FPO was outstanding to work with as she worked hard to communicate with us and clarify expectations and reporting requirements.

The Alaska meeting last summer.  The website is great.

N/A

Our project officer was available for regular communication and also provided frequent guidance with group emails to our cohort group.

After meeting the Program manager after the convening in Washington. [redacted] was essential in helping me get G5 entries corrected, project director access, etc. She was in the process of informing all of us of things we needed for record-keeping and much more before she was moved.

Not applicable

Our project officer [redacted] took over for our former project officer.  The change was drastic in that there had previously been minimal direction.  [redacted] has been helpful too us as we work to make sure we comply with grant requirements while delivering services to our Community.

Our program officer always replies immediately to our emails.

very helpful

**Q58.  Describe your worst customer service experience during the past 12 months with the ED staff who work on this program.**

NA

The PO assigned to us before [redacted] was not responsive and only spoke with me one time during the time he worked on the grant.

I talked to the acting OIE Director and it seemed she didn't know or had very little interest in what these grants can do to help our Native communities.

Late notice of grant award (October 2017).  School started August 29, 2017.  Most certified teacher are contracted by a school.  Hiring qualified personnel was difficult.  Second, the annual APR was March 16, 2018 and it was difficult for our new NYCP to project performance/GPRA measures and project carryover funds!

When I called my program officer to ask a question regarding how to measure one of the GPRA measures, I felt like an idiot.  Comments like, 'This is really very easy...'  'I don't know why this is so difficult...' etc. left me not reaching out further.

I have redone reports and budgets many times dramatically increasing time and effort on routine administrative tasks that distract from the critical mission of the program and services we provide to support American Indian children.

inconsistency between departments. I have managed 3 different federal education grants in the past 5 years. My newest grant manager on the Indian ED demonstration grant requests budgets revisions and budget information on performance reports in a completely different way than any other person I have worked with at the Dept of ED. Items like that need to be consistent otherwise it creates confusion and frustration.

I have not had a bad experience this year.

N/A

N/A

I can't think of any

Don't want to say.

Early project set up. Instead of helping us understand and answer questions (i.e. why administrative budget cuts were made, what they mean, and how do we adjust to them with the proposed program) were met with questions on whether we wanted to continue rather than how they could help us. To a certain extent, early on, we felt a bit berated more so than better informed on the program, which is a new one for us.
It is frustrating to work with ED staff who respond to questions (in various settings/formats) as if we are foolish for not knowing the answers to those questions. Some ED staff talk down to grantees and are dismissive with questions, and need to recognize that there are first-time grantees who have pressing questions and are trying to do the right thing.

n/a

None

Emails have gone unanswered, materials and guidance never sent, phone calls unreturned.

Not applicable

The transition of project officers from one year to the next was very stressful.

Learning from Program Officer that several key components of the grant were 'unallowable' after the grant was already approved. The Program Officer thought that the expenses were unallowable, but never followed up with the correct information about the costs as allowable vs. unallowable.

n/a

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

I have no recommendations.

Help improve automated submission of our APR through G5.

The turnover during the granting period is hard but as a Tribe I do understand it happens. It would be nice though if there was consistency.

My middle high school (grades 6-12) (approx. 233 students) (small, rural sch district) is 90% Native American students, primarily [redacted]. School events, community/tribal events, cultural events and educational enrichment events, college and career readiness evening events, other gatherings, etc., are highlighted with using food. The NYCP does not allow food or incentives for Native American students.

please commit to communicating new officers and changes, updating GANs and responding to Carry Over requests in a timely fashion

Make better explanation to cutting of funds or answer questions related to budgets (i.e. working with higher education; indirect cost related expenses; moving funds from one category to another).

The program is vital, however the accountability procedures, knowledge of program officers regarding those processes and duplication of effort diminishes our effectiveness as it consumes so much time and effort. The paperwork burden is outrageous as we often do it multiple times and multiple ways to satisfy the demands when the data is sitting in G5.

Send a person to help me put reports together.

N/A

Meeting more frequently with Project Director's.

Change/update the G5 system for grantees. Hire more OIE staff and cross-train staff Hire a knowledgeable director.

Hire more American Indian project officers

They should work with us. Instead, sometimes we feel like they want us to fail.

Our program contact changed and we are not sure who it is now. There's been no update since she moved on.

Better customer service in terms of at least sounding helpful, even if the response is 'no, you can't do that' or 'you need to think of how to accomplish this from a different approach'. Although to be fair, the person was filling in for a program officer that had just left, essentially leaving that person with a huge workload.

New to the program and all seems well at this time.

I have no issues. My program officer responds to my e-mails in a timely manner and is helpful when I ask questions.

Hiring more Native American staff who understand the grantees and their needs.

Providing feedback on APR submissions, guidance in meeting objectives and how those objectives meet GPRA's, responding in a timely manner to questions regarding budgets, budget revisions, and budget carryovers.

More program officers dedicated to specific grants.

We have received excellent service.

I would make sure staff take time to learn the projects and the differences between each of those. Each Native Community where the projects are located are different.

Possibility monthly email/newsletter updating grantees on any news and updates within the Office.

Linking allowable cost of the grant to the CFR's that are pertinent.

no comments

## CUSTOM QUESTIONS

**Q6. What could OIE staff do to improve the structure (i.e., presentations, group discussions, individual project sharing, etc.) or format of technical assistance (i.e., on site meetings, webinars, conference calls, etc.)?**

On site meetings may be higher in cost but are quite effective in reaching outcomes and bringing people to consensus and meeting learning objectives. There is no substitute for face to face meetings.

OIE did a great job of assembling informational breakouts for the Feb 2018 Directors meeting.

Not have them at 4 p.m. Washington D.C. time.

Before announcing on site meeting dates, identify actual meeting location, lodging, etc. This will allow advanced travel requests made to the school board, supervisor, and business manager.

The last few on-site project meetings have been useful.

We were the content for much of the TA. That is not a bad thing, and did lead to some community building. The webinars were less helpful as our contexts are all so different. They were far to general to provide support in our location. Culturally responsive practice is local. At some level, these became obligations that are closer to busy work that actually impacting the quality of the program.

I think the way they do it is great!

Not sure

On Site Meetings, and Webinars should continue.

Survey participants on topics they are interested in.

One webinar had a project director presenting his experience with starting the program and what lead up to his current success. That was very helpful.

On site meetings once a year are helpful. But, webinars would better opportunities rather than conference calls to maintain connections.

Place a focus on general topics relevant to all grantees. Most often, the information shared is so specific to one certain grant that it is hard to apply strategies/resources to our own grant.

Prefer webinars, conference calls versus traveling. All that was covered at Directors meeting (Wash DC) could have been easily covered through webinar for a lot less $$

More individual and small group time with Project Officer at meetings.

I have appreciated and had great use for their services.

Undure

continuance of the webinars would be very helpful.

no comments

**Q7. What professional development training or conferences do you or your staff attend locally, regionally or nationally to improve the performance of your programs (i.e., State Conferences, National Associations, Federal Program Conferences, etc.)?**

State Indian Education Technical Assistance Session; Reimangine Education; National Indian Education Assoc iation

NIEA; ONAP Procurment Training; Autism Spectrum Disorder Seminar; ACT College & Career Readiness Workshop;

National Indian Education Association, Alaska Federation of Natives.

National Indian Education Association Conference (Mid-America or West, Northwest areas) National Indian Child Welfare Conference (School - Culturally Responsive Care Services) National JOM Conference (Mid-America or West, Northwest areas) Black Hills Seminars (Reclaiming Youth At-Risk), Rapid City, SD (Social and Emotional Learning) Idaho Indian Education Conference

ISTE, NIEA

State CRE conference, State AEYC conference, Regional CLASS training

NIEA National Technology (specifically STEM and technollogy integration in the classroom) state and regional SREB - curriculum and partnership with NYCP (regional)

We actually provide PD and as a result are constantly trying to sharpen the saw and deepen our capacity to meet the needs of all partners. The training we attend are driven by local needs and very specific to those needs. Last year our leadership team attended a conference on Trauma Informed Schools... We learned a few things NOT to do. This lead to a web based training series on positive psychology that is informing some of our practice with partners.

yearly project directors meeting and any regional meetings

State conferences, regional meetings, local training.

we utilize state and local training or conferences. We also contract for trainers to come locally to provide a specific training.

We attend conferences on culturally responsive practices in education and curriculum development relevant to Native learners.

State National

State, Local and National conferences.

Wisconsin Environmental Education Association.

All state conferences (state department's, AdvancED, MTSS, leadership, etc.), various national conferences, High Reliability Schools Summit, etc. etc.

ASTE (Alaska), Quality Matters, CTE Conference

Federal & State Programs, American Indian Conferences, Local Universities, Community Colleges

Project Directors Meetings, Federal Technical Assistance conferences, State Federal Programs conferences.

Have only attended one national conference because there was a grantee convening attached to it. Otherwise, those activities are not necessarily built into my budget. Would love to be able to attend more, but my budget is small and I have not received notification of my approved carryover request.

State and Federal

Data collection.

NIEA  NCFL Conference

State Career Tech Conferences and National Career Tech Conferences, Yearly Federal Program conferences.  National Education Conferences within various organizations.

Project Directors Meeting, National Indian Education Association Conf. , CA Conf. on American Indian Education.

state, national and federal program conferences, TA meetings

**Q8.  Please share any comments on how OIE staff can better support your work**

Guidance in PY2 is so much better than PY1. Tikahch (Thank You)

Must have a clear understanding of how the school system works (instructional days, class periods, teachers, etc.) and the NYCP is trying to use their power-of - influence to improve Indian education.

be receptive to our questions, manage the documents and reports, share templates

We want OIE staff to understand the demands we face in the field.  Our communities and programs are so unique that it is hard to imagine a training or conference that could meet all our needs.  In addition, reporting requirements and accountability are central but made much more difficult with duplication of efforts and the oddities of the system in place.

The OIE staff has been great, I can't think of anything I would change.

N/A

Providing support around the topic areas my project has identified.

none

Work with us!

Hire more Native American employees.

Please provide grantees with documents that assist us with filing and record keeping requirements. Please respond to emailed questions and provide feedback on APR's and budget carryover requests.

Regional training once a year in addition to DC conference

We have received excellent services from staff.

Just be patient with us.  We are all working to make sure we comply with all requirements.

Continue the open line of communication with grantees.

Frequent and regular contact.

no comments

# School Climate Transformation Grants (LEA)

## CORE QUESTIONS

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

The Office could model collaboration by inviting us to share best practices in some kind of on-line venue. There should also be tutorials in navigation through annual reporting. Reporting is not easy and school personnel don't look at data as regularly as outside evaluation agencies might. I don't believe in self-reporting. There should be more objective evaluation required for our Grant. Too much money and resources may not be reaching the students, the whole reason we are in business.

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

Email, always have problems with G5

email

grant report

or email

email

email and pdf

email

email

Scanning Documents

Email reports

email

email

Email

Via email the last 2 years

e-mail

email

Email

email

Emailed report to project officer

email

email (fy18)

via email submission

e-mail

submit via email

email

Email

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

Help desk has always been responsive and handled my issues accordingly.

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

None

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

Finding items could be easier. Submitting is challenging only because of navigation.

I believe that G5 likely has no shortcomings. It is likely that I am not all that tech. savvy.

Update UI for 2018 vs 2003. Submitting reports is cumbersome and inelegant.

I have a difficult time logging in every time. I understand the high level of security, but it seems that I need to create a new password and have verification each time I log into the system.

No suggestions at this time.

Creating a link to find your previous reports easier and faster. Maybe have a technical assistance chat capability. This way if there is an issue you can just type and get a response right away.

The G% system can be more used friendly. It is difficult to find what you need.

It's pretty good-- have you seen SAMHSA's?? Disaster. This is much better.

I really appreciate being able to call in and get technical support. Please keep this feature.

The G5 system was extremely difficult and frustrating to navigate. Our District is excited that this year, we have moved away from having to submit our annual update through that system, and instead are able to email the report directly to the federal grant monitor.

The site is terribly clunky. Submitting and review information is difficult. Better integration tools/ ease of use.

Not sure. Just seemed a little complicated.

The grant has been through several transitions in personnel. It would be helpful to update the permissions more easily for access.

It can be slow to respond and can kick us out when submitting.

N/A

Section A, where we report the data, does not meet our needs. The numerical data does not always fit the format, the format does not fit the reporting requirements, the explanation section does not allow enough characters. It's not good.

Stop expiring accounts.

I think the system works great. It might be good to provide some extra features to access previous reports in an easier manner--maybe do some comparison analysis features.

**Q57. Describe your best customer service experience during the past 12 months with the ED staff who work on this program.**

My Point of Contact at ED is always responsive with any questions or concerns I have regarding the Climate Grant. We have had numerous problems with the G5 system, to bridge the gap she approved all reporting be sent via email. Can't say enough about how supportive [redacted] and [redacted] have been with technical assistance.

My Program Officer [redacted] is highly responsive, supportive, knowledgeable, and meets regularly with my team by phone and in person (when possible) to provide input, access to resources, and feedback on program improvement. She has been wonderful to work with both for support and accountability and has been an excellent thought partner on our School Climate Transformation Grant in Oakland, CA.

ED Staff understood our need to have the performance report submitted after data was available.

I appreciate the willingness to answer my question in detail and truly feeling like they want to help out.

Whenever I reach out to [redacted], she is responsive, knowledgeable, accessible, and understanding. She makes a point to connect via e-mail.

Our program specialist has been a conduit this year for connections to school-based trauma response and social-emotional learning models that are significant for our work. She also helped connect us with other grantees and supporters who may be interested in our our work on gratitude as a booster of learning and belonging and our free GiveThx platform: http://givethx.org/

[redacted] has always been supportive, patient and responsive to any questions, concerns or problems. I appreciate her positive attitude and recognition of the work that we have done with the SCTG funds.

[redacted] has been very helpful both in email and phone conferences. Always has information and responds quickly.

[redacted] and [redacted] are very responsive to questions and are eager to be of help. They understand the importance of this grant and wish to see our district utilize it to its fullest to benefit our students.

Every interaction has been prompt, clear, and practical. Great customer service.

Our Project Officer, [redacted], is always responsive and always supportive. All questions are promptly answered, and the focus is always on what will provide the best possible outcome for our program. We have received her ongoing encouragement in our efforts to build sustainability using the resources available from the May Institute and the NEPBIS- Technical Assistance Center.

The staff are wonderful. They always answer the phone with a positive, supportive attitude. They make you feel like you are their primary focus and never rush you through a matter. Very patient!

When requesting budget modification requests, program officer is extremely responsive and timely in making approvals. Program officer also displays organizational sensitivity in understanding time constraints associated with LEA financial approval processes.

I appreciate the quick, kind, succinct responses to my emails.

Phone conversations with our Program Director has been the best customer service. Our Program Director is also very quick to respond to our emails.

Recently I reached out to [redacted] regarding questions about a program I wanted to add to our multi-tiered system of supports. [redacted] requested information about the program, the rationale for adding the program and a description of how the program aligns with our current plan. [redacted] response to my questions was immediate and I received approval the next day. This is not unusual for [redacted]. I've never had to wait to discuss program elements, concerns, needs, etc.
Emailed a question regarding the SCTG, received a reply within 2 hours to set up a telephone meeting to discuss all aspects of the request, to give further explainations of the guidelines, and offer additional suggestions to meet the needs of the district and it's students.

[redacted], Project Officer for SAISD SCTG Grant has been extremely helpful in providing feed back on several email I sent. She has been very consistent in providing quick responses.

Conversation with the Program Officer to provide update on the status of the project.

New to program oversight N/A

[redacted] has been amazing! She is always reachable and is able to provide prompt responses that are aligned with our questions and/or concerns.

Sent an email at 9 am with a question and received a reply within 15 minutes!

[redacted] has been immediately responsive to every question we have sent. [redacted] has given a ton of support when we have asked.

[redacted] and [redacted] obviously have a depth of knowledge and passion for supporting the work that we do daily through the School Climate Transformation Grants. They are always very responsive to questions and concerns that arise.
I called to speak with [redacted] to discuss a matter pertaining to sustainability. She was able to reference several practices in other grant projects, connect me to those project directors and add additional information based on conversations with Midwest PBIS. Our progression towards sustainable program delivery has accelerated thanks to her guidance.
During the past 12 months I have had several positive interactions with the ED staff who work on the program. Most recently, I emailed the staff member assigned to the program regarding an initiative that involved making a large purchase. The staff member and I spoke on the phone regarding the purpose of the initiative. I received permission to make the purchase and proceed with the initiative.
Our Federal Program Officer, [redacted], has been excellent to work with. She has answered all of our questions in a timely fashion, provided guidance and input as needed. [redacted] and [redacted] have both helped us navigate through the SCTG efficiently and effectively.

[redacted] is always helpful and knowledgeable about our grant process. She response to emails in a timely manner and supports anyway she can.

[redacted] is very knowledgeable and always responds promptly to questions. She also is great about sharing information that helps us improve practices in our district.

[redacted] is an excellent federal grant monitor. She provides timely updates and passes on relevant and helpful information.

Always pleasant and very helpful in answering our questions.

I work with [redacted] and she has been extremely helpful and timely in all communication.

[redacted] is always the best when I call her. No matter when I call she's helpful and kind and always answers my questions.

[redacted] was instrumental in helping our district maintain momentum for the project. She was understanding, responsive, and provided clear guidance to me as project director and the district administration.

[redacted] is responsive to emails. She is encouraging and helpful.

I'm not sure I have anything specific, but staff are responsive and reply to email/phone calls in a timely matter.

[redacted] was always accessible and answered a multitude of questions graciously.

Any & all phone calls with [redacted] have been time well-spent. I always get my questions answered and I always leave feeling clearer about our objectives. She has also connected me to technical assistance members at the national level to help move some of our more specific problems along towards resolution; this was a direct result of calling and discussing our issues, successes, and areas for growth.

Extremely responsive to emails and questions. They are very visible and the conferences and available for assistance.

[redacted] and [redacted] always provide useful, timely information. The details to complete the reports are clear and easy to follow. The information that is sent out to enhance the project is also very helpful, especially regarding trauma informed care.

Always responsive to questions. Conversations with program officer has always led to good ideas for moving forward and sustainability

Very thorough responses and guidance were provided when specific questions about our District grant were asked. We received timely responses that provided the guidance that we needed to be able to implement in an efficient manner.

Our FPO is wonderful! Informative, offers guidance. Also, our technical service provider is perfect.

My program director is very easy to communicate with. My last question was about a couple of my schools with the TFI Tier 3. My concern was noted and I was directed with an answer almost immediately. I am very glad that I can so easily communicate with my director and she readily gives me the guidance needed.

My project officer is always helpful and supportive. She is always available to answer any question I have had, and has a great passion for the initiatives happening in our community.

I was needing to have access to the grant's drawdowns, contacted the G5 and the customer service agent was awesome. She was able to walk me through the steps needed to access this section of the G5.

The ED staff is always very helpful in serving as a connector. I really appreciate their willingness to understand where we are with implementing the grant and offering suggestions for support.

**Q58. Describe your worst customer service experience during the past 12 months with the ED staff who work on this program.**

Not applicable

N/A

N/A

n/a

none

Have not had a bad experience.

Haven't had any

I have had none.

N/A

I truly have nothing to contribute here!

I've not had one.

None to share at this time.

N/A

I had an encounter with our Program Director once who seemed to assume that our LEA was structured the same as any other LEA, wit the same resources: fiscal, program, and administration...and we are quite unique in our setting.

I haven't had any.

Waited 2 days for a reply to an email due to the evaluator and supervisor being 'out of office;' I believe it was for a training.

None

Have not had a bad experience in the last four years.

New to program N/A

N/A

None

na

None

I have had no negative experiences.

I have not had any negative customer service experience in the past 12 months.

We have not experienced anything negative.

N/A

Trying to submit the G5 report last year was very time consuming and cumbersome.

Haven't had any.

I have never had a bad experience.

n/a

Not applicable. I have never had poor customer service with ED staff.

haven't had one

I don't have one.

N/A -

Getting a permissions level of 'Payee' added to my account on G5 was a hassle and no one seemed to know how to do it. All involved were very friendly and trying to be helpful, but it just wasn't a straightforward process when I really think it could have been.

We really have not had one.

Oddly, each year I have difficulty receiving this survey. When I bring attention to it, it is resolved.

None. Every aspect has been organized, thoughtful and connected/relational

N/A

all is good

The only issue was when the Technical Assistance person was out of town and she was unable to answer a question for a week or so. However, she did give me an answer.

Absolutely none!

I don't think I have experienced a bad customer during the last 12 months.

N/A

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

Presently there is nothing more that I personally see that needs to be improved.

I find the G5 system difficult to work with.

I am very happy with the services, thank-you

Help us to identify new ways to get more grants or funding. Refresh my memory on how to locate the website referenced in this survey. I usually go to PBIS.org Direct us to local resources

We are grateful for your support and guidance!

Simplify the Annual Performance Report forms.

It's doing great

No suggestions

It has been great. A consistent high level of support. Just keep up the high standards. It really helps.

Perhaps a vehicle for more sharing of best practices and ideas from other LEA grantees.

Again, I have only had positive experiences.

No suggestions at this time.

Staff that I work with is fantastic.

Unsure.

There should be more local oversight from the state we are in.

I don't have any suggestion for improvements. My experiences have all been great!

Continue with the availability of staff, continue with the training and pertinent articles that are shared, and continue with the practice of submitting grant results/ performance reports via email.

Continue to offer monthly technical assistance telephone conferences with monthly updates.

Continue to provide support when needed.

N/A

Just keep doing what you are doing!

Reduce the amount of reporting. It can get redundant.

[redacted] and [redacted] appear to be stretched very thin. At the start of the SCTG there seemed to be more grant officers to support. Despite this, they have worked hard to meet the needs of the grantees as they arise. I noticed a decline in the grant officers reaching out to check in with me, but they always respond when I reach out to them.

Perhaps linking to past projects-- like Safe Schools Healthy Students-- if there is archived knowledge there.

The Office of Safe and Healthy Students is doing an excellent job.

I would love to be on a listserv or a weekly generated email from the DOE to be better informed about all you offer.

I have been very pleased with the services provided.

Continue with the constant communication and responsive technical assistance.

I enjoy periodic individual check in calls to assist in refocusing me. Perhaps twice a year.

It has been very helpful. The switch away from G5 for reporting was helpful, and the ability to submit via email has been helpful as well.

No feedback at this time.

Keep doing what you are doing! We are so appreciative of the grant and services provided from the Office of Safe and Healthy Students. We have seen the impact on our students!

Just continue to exist and do everything you can to continue pushing our nation towards 'the ultimate goal of providing all students—regardless of zip code, race, ethnicity, religion, family income, sex (including gender identity), sexual orientation, disability, language status, gender, or migrant status—with a high-quality education.' The children of this country deserve this.

I have no complaints.

Have additional grants or extensions available. We will be able to sustain much of what has been implemented, but it would be great to have the opportunity for an extension. Grants give us a chance to have the funds to learn and expand. It would be good to be able to extend this learning and positive implementation at the same level for a longer period of time.

No improvement needed. I feel adequately supported.

N/A

Fix section A of the G5 reporting system

I have worked for years through many grants with the school system. My experience with the SCTG is that the DOE has been very supportive and they do not overload the paperwork/reporting so I have more time to give my schools the assistance and support they need.
I can't think of anything as far as improving services at this time. I have worked with several departments at the federal level, and the Office of Safe and Healthy Students has always been extremely helpful and supportive.

NA

We have been very appreciative of all of the support from the Office

## CUSTOM QUESTIONS

**Q1. How satisfied are you with your program officer (e.g., knowledge, timeliness, clarity, ability to resolve issues, understanding of my specific needs, quality of feedback received, professionalism/courtesy)?**

Always responds immediately with any questions/concerns. Extremely knowledgeable of information shared regarding the grant, and truly a professional individual.

Totally.

Excellent, the program officer read performance report carefully and provided excellent feedback. I like her interest in best practices.

I am very happy with my program officer. She replies in a timely manner and has always been professional. She is knowledgable and willing to help.

super happy

Highly, highly satisfied in all regards. Our program officer has always been forthright, respectful, timely, organized, helpful and supportive!

Very satisfied, [redacted] is wonderful.

Very. She has been informative and helpful. Knows about resources and is able to provide feedback.

Highly satisfied.

[redacted] has been great. She is timely, knowledgeable, and gives clear, actionable solutions.

As previously noted, I am completely satisfied with all aspects of the partnership that [redacted], our program officer, has created with us. We truly feel that partnership is the best way to describe the high level and high quality of support that we have received.

Very satisfied

Extremely satisfied

Very satisfied.

All of the above, the program officer has been very knowledgeable, patient with our questions, very courteous and personable and very prompt to respond to our emails.

I am extremely satisfied. [redacted] has always responded immediately to my questions, concerns or needs. I have never had the experience of working with a grant coordinator who always answers the phone!

My program officer is very knowledgeable about the SCTG perameters and how my district is using the funding to support PBIS practices. She is available to answer questions via email or telephone. She also offers advice, suggestions, and referrals to PBIS agencies/ personnel to aid our district in meeting the needs of our students, families, and staff.

I have been very satisfied with the knowledge and timeliness of information from the project officer.

Very satisfied. [redacted] is always available to provide support when needed.

Very satisfied

VERY satisfied! [redacted] has been amazing!

Extremely satisfied.

[redacted] is excellent.

Satisfied. Please see information on previous questions.

Extremely satisfied.

I am extremely satisfied with my program officer. She is extremely knowledgeable and provides feedback in a timely manner.

very satisfied

I am completely satisfied with the interactions I have with my program officer.

[redacted] is respectful, professional, and knowledgeable. She is available for consultation and always responds to questions promptly. Her feedback is on point and she is great about sharing ideas and additional strategies to assist districts.

Extremely satisfied, [redacted] is excellent!

very satisfied!

I am completely satisfied with my program officer's knowledge, clarity, timeliness, understanding, and ability to provide assistance.

It has been a pleasure working with [redacted] over the past four years. She is extremely professional, courteous, responsive and knowledgeable.

Very satisfied. [redacted] is an EXCELLENT resource to us.

Very satisfied. [redacted] is exceptional.

[redacted] is GREAT

very satisfied.

Extremely satisfied! [redacted] was great to work with on all accounts!

Very satisfied on all counts! I always get quick, complete answers. It has been an absolute pleasure working with my program officer.

Very.

Very satisfied

EXCELLENT!!!!!

Very satisfied!

very satisfied.  See previous response  Always responsive and clear with great ideas for moving forward and thinking about sustainability.

Very knowledgeable, supportive and approachable.  Needed feedback is always professional and provided in a timely manner.

very

She is very knowledgeable, understanding, professional and easy to reach. Her responses have always been prompt and if she is not positive about the answer, she includes our technical assistance team and gets me an answer. She is very easy to work with and she is very supportive of our initiatives.

I have been very satisfied with the program officer.  She is knowledgeable and supports our School Climate initiatives.

My program officer has been very professional and easy to communicate regarding my specific needs. She always gives great feedback on my questions or issues.

She is extremely professional and an asset to the team.  She has been invaluable in our success.

**Q2.  What topics would you like to have our technical assistance efforts focus on over the coming year?**

Sustainability would be helpful since we're entering the last year of funding with the grant.

Coaching principals to implement MTSS.  Building capacity for academic RTI.  Addressing implicit bias in the classroom.

Top level district leadership should be mandated to participate.

Ideas and supports from High Schools that have moved the mark with social emotional supports and PBiS.

how to get to online resources  reminders  of resources  mini video clips or small data based evidence to share w/ our stakeholders

Sharing exemplars both of effective practice and of effective professional/systems growth; understanding and collaboration across disciplines and roles; inclusion, belonging, and equity

It is always good to focus on sustainability.

Sustainability after SCTG

Sustainability

N/A

Sustainability, and customizing the tools of PBIS to best fit the needs of our programs as we move past our federal funding cycle.

Alignment of multiple initiatives and grant projects. Projects (Climate and Prevent Grants) still present as competing initiatives rather than comprehensive, coordinated supports. For examples, schools and district leadership believe that Restorative Practices and PBIS are two different systems/programs (you implement one or the other). Please, work together at the national and federal levels to adopt an MTSS framework, which encompasses principles of PBIS, restorative practice/restorative justice strategies, and SEL. This lack of cohesion at the state federal level and in the literature has created huge silos. This is a very serious problem and needs to be addressed. Another very concerning issue is that when the Project Directors meet at the annual meeting, the local TA partners are present in the small groups. Project Directors should be able to meet without the local/SEA TA specialists present. This has never happened and it should. The conversations feel very contrived and driven by the SEA TA staff and the environment is not one that is risk free. At this year's meeting, please allow Project Directors to meet in small groups with their counterparts WITHOUT the SEA representatives present.

Unsure.

Reporting the data they way your expect it turned in to you.

I am always grateful for resources that will assist with aligning programs.

Additional information on supporting students who have high ACES scores, in need of trauma informed practices. Additional insight on including culurally informed practices within the classroom. Additional rainings for school board members on the above two topics.

Strategies to Sustain PBIS on Secondary Campuses

Tier 3 implementation.

Reporting data that is not quantitative

Progress monitoring tools and assessments, social-emotional learning resources, integrated mental health supports

Tier 2 and 3 training and support and how best to integrate mental health, trauma informed care and restorative practices.

PBIS with special education students.

Ways to support schools' implementation efforts through networking, professional learning communities, etc. after grant resources are reduced.

Sustainability; Tier 3 Supports; Implicit Bias; Community Schools & PBIS integration; Juvenile Justice

School Safety, Mental Health concerns in schools

Continue with the work that we have been. Perhaps additional support with sustainability, exit strategies from the SCTG, whether there will be the possibility for carry over after 2019, and possibilities for additional grants to follow the SCTG.

Building capacity More grant opportunities Folding in ESSA with MTSS, etc.

Continue to provide support about Tier 2 and Tier 3 interventions, connections at the federal level with mental health supports and how that will impact school sites.

sustainability once the grant ends.

Sustainability of a positive school climate.

A continued focus on equity within culture and climate would help us a lot.

Sustainability post-grant funding

Continued focus on project evaluation  Sustainability, scaling the work after the grant  Restorative Practices

integration of whole child health. School climate is much more than behavior supports.

N/A

Combining Social-Emotional Competencies with academic state standards (esp. for states who don't yet have their own social emotional standards at the state-level).

Directions on uploaded annual report.

Continued ways to connect all stakeholders in a school around a student  How can school districts leverage funding to provide a variety of Tier 2 and 3 Interventions

We are going into our last year.  We would like to learn more about additional resources for continued implementation beyond our sustainability efforts.

Keep the information regarding trauma informed care coming!

district leadership barriers and obstacles  more concrete / troubleshooting re: alignment and competing initiatives/ priorities  principal leadership and capacity building

Coaching and capacity building post grant

sustainability.  Replace Trump with someone who is competent.  While you're at it, replace Betsy too, she sucks.

Trauma Informed Care, Diversity and Implicit Bias, Secondary Interventions. Also, mindfulness as an intervention.

I would like to see information regarding support and sustainability after grant funding ceases.  We have had tremendous success with our School Climate grant initiatives (better attendance, reduced negative behaviors and better academic achievement).  What recommended strategies or programs can be recommended for replication with other school districts across the nation?

Preparing for the end of grant since we are entering to year 5.  Funding opportunities that might be on the horizon.

integration of initiatives

# School Climate Transformation Grants (SEA)

## CORE QUESTIONS

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

None

The Analyst responded quickly and efficiently to my inquiries and requests.

Satisfactory

no personal help; all automated

NA

Very supportive and patience. Understood questions and had follow up question to assess next steps. Great troubleshooting

Assisted in unlocking my account. Very customer service oriented.

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

Haven't used

N/A

Our state has experienced changes in the State Superintendent and authorized signing official. It poses difficulties not being able to update that information centrally in G5, but having to individually request and update for each application and report.

NA

Ensure all questions on the G5 system are on the reporting documents so there is alignment

Longer hours of availability.

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

The site is not user friendly. Because of the way the function was designed, you tend to get out of the system when trying to return to address other aspects of the report. It doesn't allow the use of superscript for footnotes. It keeps talking about instructions but I have yet to find them specific to my reports.

Easier set-up and clarification of roles and permissions.

ability to copy project status charts from previous Annual performance reports

easier navigation

I use the downloaded version of the report to create a paper draft to route for manager approvals. Then I have to retype or cut and paste it all into the online boxes. Why can't I just upload the entire report? The inability to use an apostrophe is difficult. The 4,000 character limit is difficult. Printing each individual indicator is not an option because of the landscape mode, tiny print, and unformatted text that gets all smooshed together regardless of spacing when text is entered.

Pages could be less 'busy' but overall are very satisfactory. Navigating back was an issue until I saw the button at the bottom but it was not always visible.

n/a

**Q38. How can the Performance report (data accountability) submission in G5 be improved?**

I do not understand why the performance report is not aligned to the grant year (federal year). It is an added burden on grantees to have to report before the full grant year is over and then come back afterwards and refine the data to be correct. You aren't getting the full feel for the grant work with this system. I realize this isn't a G5 issue, but because that is where the information must be provided, it is an issue.

DK

I would like to be able to update the authorized signer in a central location for all G5 reports without having to do it at time of each submission. This means it takes a year to update all the reports with the correct State Superintendent name.

NA

The system seems to be working well at this point

**Q57. Describe your best customer service experience during the past 12 months with the ED staff who work on this program.**

[redacted] always provides immediate answers and services as he is able. It appeared this year that due to the work needed for ESSA that he had less time to provide ED initiated TA to the SCTG sites. We are grateful for all he does for us and how quickly he responds. He was extremely helpful last fall when we needed additional approvals for our conference.

My Project Officer always return calls promptly and answers questions fully in a friendly manner

Staff always responsive to questions

[redacted] is the best federal officer to work with!

[redacted] replies promptly to all email questions and provides full responses, following up when necessary.

Absolutely supportive, great listener, problem-solver. Very professional and attentive to state's needs. Timely in response.

Federal Program Officer was responsive to any questions asked.

**Q58. Describe your worst customer service experience during the past 12 months with the ED staff who work on this program.**

None

None to speak of.

NA

Getting someone registered in G5 is so slow and difficult that we've avoided it.

NA

None at all!!

None

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

Continue to support the work started with the School Climate Transformation Grants--as research shows, it takes considerable time to get foundational systems in place and then to move to scale. I hope that the OSHS can help the leadership of the Department of Education to understand that even 5 years is not enough time to truly get the quality of outcome we are working toward. It would be lovely to have the work acknowledged and affirmed as to the challenges of constantly changing leadership in the grant sites, changes coming from ESSA that also have now impacted the work of the grants, etc. We so appreciate the funding that has been provided and have used it with great frugality to do the most we can with what was provided. In addition, since the collaboration of the SCTG and Project AWARE was such an important part of the grant decisions, it has been frustrating that OSHS and SAMSHA have not modeled how to work collaboratively or provided leadership in how to integrate the work effectively. The two grants have such difference expected outcomes that we've found it challenging to try to build a system in SCTG when Project AWARE is more about individualized services, events, and stand alone focus on violence prevention, YMHFA, and now trauma with no expectation of demonstrating how those things integrate within a Multi-tiered System of Support through SCTG. We are doing our own work to make that happen, but if the funders had collaborated more on the process it would have been easier at the state level.

Nothing to add

Emails on events and information. It appears to be a challenge to get on the mailing lists.

Telephone Help Desk people that understands when I help my project directors and we share passwords to accomplish multi-tasking.

NA

I am very satisfied

# Centers for International Business Education

## CORE QUESTIONS

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

IRIS

IRIS

iris

iris.ieps

IRIS

IRIS

IRIS

IRIS

IRIS

IRIS

IRIS

IRIS

IRIS

IRIS

IRIS

IRIS

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

Prompt response (although inquiry may have been made beyond the 12 month window).

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

None

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

Improve user interface

**Q38. How can the Performance report (data accountability) submission in G5 be improved?**

None

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

Allow our Centers more opportunities to share our accomplishments with the Department of Education and show the impact we have on improving higher-education, assisting economic development and strengthening our countries ability to compete globally.
1. On the annual IRIS report, load the previous year's report (either progress or final), since many of the same items are similar or almost exact, thereby cutting down on the application process time (i.e., not having to re-create virtually the same info about languages, classes, etc. from scratch for each report).

The Office of Postsecondary Education, and specifically our Program Officer [redacted], has always been accessible and helpful. I don't think there is a way to improve upon this.

Grant application packet wording could be more clear. Administrative quality and response is excellent.

None.

Small things - e.g. have repeating information on forms fill out automatically.

They do an excellent job! It is the tardiness/unpredictability of the Federal Budget process that is a problem which prevents the Office of Post Secondary Education from doing their best.

The application package was redundant and confusing. There were numerous inconsistencies between the application package and the federal notice and within the application package. A 30 day turnaround on an RFP is very challenging given on-campus deadlines of 10 business days prior to submittal deadline. This would discourage new applicants. The reporting requirements request information irrelevant to our project and/or the program's overall purpose. Learning the results of the application 1 week prior to the start of the grant cycle makes it difficult to accomplish Y1 planned goals.

We are very pleased, overall.

Would be extremely helpful if CIBER grant recipients were notified sooner than mid to late September, since the grant start date is Oct 1.

No recommendations.

Website is sometimes not intuitive (where to find copies of previous winning proposals, for example), but the staff is excellent, personable, responsive, and easy to work with.

We are satisfied with the service provided.

## CUSTOM QUESTIONS

**Q4. What additional service could the program provide that would help you? (Select all that apply) (Other please specify)**

show anecdotal and data information; allow us to show examples of impact

None

We are satisfied

# Developing Hispanic Serving Institutions

## CORE QUESTIONS

**Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for the [PROGRAM OFFICE].**

The question is incomplete. However, I would suggest that there be more communication with the programs to guide them in program management and reporting on outcomes.

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

Make sure that the content in the APR tutorial reflects what is expected of us to submit on the APR website. Technical assistance at http://opeweb.ed.gov/Title3and5 did not know how to access the 'Performance Reports' that are accessed on the https://hepis.ed.gov/isapr website. I spent one week with folks in both offices trying to create a new username/password for me since I'm a new Project Director. It was a frustrating experience.

The Office schedules superb webinars but the technology often breaks down and after scheduling one's work day around viewing the webinar and it doesn't work this can be frustrating.

Provide meeting notes and transcripts of Q & A for each of the webinars posted for project evaluation reports. I received an email notifying me of the webinar for the DHSI grant on the day of the webinar and I am on the West Coast so missed being able to attend the morning East Coast webinar. The webinar concerned the APR for the first year evaluation report. No meeting notes or transcripts of the Q & A were provided post-hoc to the meeting - many of my questions went unanswered with no resources other than the Program Officer for getting information on how to address specifics of project reporting.

I have been locked out of webinars on multiple occasions. In a webinar with program officer, we were unable to see materials on our screen.

smoother transition, lately there is always some technical difficulty during webinar training

Get better technology

When having a webinar staff should be well trained and should know how to conduct a webinar so that everyone who is listening has their microphone turned off.

the few times that we have had webinars we have faced technical difficulties.

Make sure it works and current technology.

Webinars never work

Every time I've tried to participate in a webinar, I have difficulty logging in and have tried all possible options included in the email. In the occasions that powerpoint slides are offered, they are the bare minimum and are difficult to follow if you're unable to participate in the webinar. Would be helpful to annotate slides in the 'notes' section of the slide so that people who can't participate in the webinar and read the notes along with what's on the slide.
The STEMCentric webinars seem to go smoothly, but a recent webinar on the APR did not. There were many issues, such as some people receiving an email with links to the webinar, while others did not. Skype is not the best tool for this group on grantees.

In this case the only opportunity was the webinar to review the annual report. The process to have everyone log in to the webinar was confusing and time-consuming. The website to submit the APR is still not as user-friendly as possible, and the website had technical issues for submission until recently. In both instances, I appreciate the transparency of the person delivering the information to let users know this is a work in progress, and I look forward to seeing the revised system.

?

Webinars have been difficult to log in and participate; links sometimes do not work.

Most of the webinars coordinated by the Department were well executed & relevant. However, the latest webinar regarding the new APR encountered several technological challenges which made it challenging for the hundreds of attendees eagerly seeking information on the new reporting.
The webinars are often characterized by technical errors. The webinars are not advertised in advance so that people can plan. Would like to see a means - such as an email listserv - where project directors could communicate with each other. Project directors often receive inconsistent information from different program officers.
I think they do a good job, but it could be better. I think utilizing more video-conference meetings to provide information would be helpful along with short asynchronous video-clips.

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

https://hepis.ed.gov/isapr

Institutional Service (IS) Title III and V Performance Report Web Site

Institutional Service (IS) Title III and V Performance Report Web Site

ED plattfom

monthly reporting directly to program officer & yearly APR submission via e-mail

Institutional Service (IS) Title III and V Performance Report Web Site

https://hepis.ed.gov/isapr/

Institutional Service APR system

hepis.ed.gov

OPE site ?

email

IS Title III and V Performance Report Website

Office of Postsecondary Education Institutional Service

hepis.ed.gov/ISAPR

Office of Postsecondary Education Institutional Service

Title V APR System

hpeis

dont know

Dept of Education APR website

hepis Institutional service Program

hepis.ed.gov

https://hepis.ed.gov/isapr/

Institutional Service performance report web site

https://hepis.ed.gov/isapr/

IPR APR reports

hepis.ed.gov

HEPIS for APR & Word template for monthly reports

not sure of the system

hepis.ed.gov/isapr

Institutional Service (IS) Title III and V Performance Report Web Site

IPEDS

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

NA

Always very helpful and professional

I have not worked with G5 Help Desk analysts.

I have not asked for assistance from G5 Helpdesk.

Helpdesk ED was quick and helpful and answered my questions accurately.

The Business Office at TAMUK request the funds from G5. I do not have full access to G5.

Customer service is superb! Always available. Always kind, professional, and friendly. Always reassuring and calm. This team truly is wonderful!

Have not had one.

Unfortunately, I do not have the name of the staff person who helped me. Nonetheless, my problem was resolved in 24 hours. Note, I am on PST.

I received a password reset email from a helpdesk member when they were prompted to provide it by my program officer after I failed to receive such assistance from the help feature alone. There was no other contact besides email.

whenever I call for assistance the staff members are very polite, knowledgeable and helpful

The technician was prompt in resolving the issue which prevented me from accessing my G5 account.

I logged into G5 a few times, but I never needed assistance from a helpdesk analyst.

N/A

very efficient

The G5 Hotline response was prompt. They took appropriate measures to assist with my technical questions.

N/A

I am not the person who accesses G5 for our grant.

[redacted] is excellent. I know he will be responsive, fair, and ask questions to clarify. He is great to work with!

N/A

I called the helpdesk and received a quick response and the analyst was able to do the update on the spot.

Have had no problems

I was locked out of my account and a young lady walked me through the process which took well over 10 min, and she was very patient and accommodating. I really did appreciate the effort that she put into resolving my issue.

I was having difficulties accessing the new APR system. The email I sent was responded to quickly with the information I needed.

Having to reset my password.

She was supportive and polite and helpful when I needed to retrieve access to the account.

Once I got a live person on the phone, she was very helpful in helping me log in .

Every experience was super!

Resetting password was efficient.

Promptly received a reply regarding my concern; issue was shortly resolved and I was notified.

The response has always been helpful and prompt.

My account was locked resulting from inactivity. The Help Desk helped me immediately upon contact, and unlocked so that I was able to enter. Thank you.

I received recently help from this group. Patient and very helpful.

Helping me unlock the G5 account.  Extremely helpful and professional.

All my experiences with G5 helpdesk ed are excellent.

Don't have an example.

none

My program officer submitted the request on my behalf for changes in personnel and that was resolved quickly.

The G5 Helpdesk is always helpful and solves the issue quickly. The customer service is excellent.

?

N/A

NA

Sent a general email with a question to the HELPDESK but did not receive a reply.

The best experience was it was not memorable! I had questions, they knew how to answer them. It was overall effective and efficient. Everyone was personable. I have no complaints and do not recall much in the way of details.

no comments

NA

Friendly and responsive.

I have not contacted the help desk.

[redacted] has done an excellent job of supporting Sacramento City College. He is accessible, easy to communicate with, and supportive to our work.

My customer service representative was responsive and able to unlock my account.

HELPDESK was wonderful, however, G5 was not open to submit, my name was entered wrong and I was unable to enter G5, talked to HELPDESK, nobody could change it.

I was having problems with submitting my annual report. It kept showing an error in a section. I emailed the helpdesk, within 2 hours I had my answer....fixed the area and submitted my report...

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

na

None

I have not worked with G5 Help Desk analysts.

I would recommend better customer service to provide prompt resolutions on how to access the Annual Performance Reports on the non-G5 portal. There should be a link to the https://hepis.ed.gov/isapr website if that's how we are expected to submit our annual performance reports. That should be relinked to the G5 website somehow since there is a tab there called 'Performance Reports.' That's confusing.

A little quicker response time would be helpful. I also prefer to talk directly with people who are trying to help me. More direct access to a real person would be nice.

I have not asked for assistance from G5 Helpdesk. I have no basis for recommendations.

Nothing at this time.

N/A

Nothing. Thanks for all you do team.

I called the G5 Helpdesk and the telephone rang until an automated reponse/voice picked up and told me the Helpdesk was busy and couldn't answer, then told me to call back at a later time and disconnected. Obviously, I did no such thing and sought assistance elsewhere. Completely unacceptable - there should be a qualified human being able to answer technical questions during regular business hours especially when project reports are due.

None that I can think of at the moment.

Actual contact. Improved responsiveness.

nothing come to mind

I called the help desk twice to get my issue resolved.

NA

Better customer service.

nothing major at this moment

N/A

I am not the person who accesses G5 for our grant.

When there will be changes to the APR it would be better to know them asap, not changes in format, changes in what data you will ask for. This way we can set up to collect the data, not backtrack to gather it.

No recommendations for improvement at this time.

None

No areas to note improvement.

APR Reporting/Processing/Submitting

Why does the system keep inactivating my account?  Couldn't it just say I have to select a new password instead of kicking me out?

None

None

Do not have a recommendation at this time.

None

Getting locked out too often.  Too many times we are required to change our password.

N/A

I cannot identify an area needing improvement.

I do not observe any areas of improvement.

I didn't use the G5 Helpdesk that much.

I don't have any recommendation.

knowing that the password would expire//who else has access at my institution of this same data?

None

I never received a response back to my requests for help regarding my performance report, so they should at least respond with an update at some point.

None.

To receive email information that the HELPDESK has received your request and will be working on it soon. I did not get verification that my request was received and this left me uneasy regarding time needed to complete the APR.

NA

Response rate.

More variety in the office hours for available help.

no comments

NA

None

n/a

NA

N/A

Need to know who can input, change names

I have always had excellent service with G5 Helpdesk.

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

1. finding FAQs and self-help guidance 2. instructions to help you locate what you need

Not sure

Have a 'help' button that describes problems for each page. I sent a message to tech support for an issue and never received acknowledgement or resolution.

Better design of page layout so we don't have to go though so many links.

Please improve navigation of the site.

The menus that I access in G5 are limited, but not necessarily user friendly. I have to keep clicking to find what I need. Some of the links are not highlighted in blue, but are active. Trial and error to access.
The page is visually bland and monochromatic. It isn't reader-friendly but that is a minor matter. In the scope of things the ability to find things easily is more important. I do't find simple things, like the GAN or budget information as easily as I would wish.

No response.

The system is somewhat laborious because of the security needed and imposed by DOE.

easier site navigation and instructions

Security to gain access to the portal is appreciated, but cumbersome and inefficient. Too many layers to get to the information intended to retrieve. Perhaps have a better drop down menu, or even on the side, to view all content in a more organized manner. Live help, perhaps via chat platform.
Improve site design for user-friendliness. The site is very cluttered, and it's unclear what the user should click on to accomplish what he or she intends. Clarify for users what we will continue to use G5 for. Some of your survey questions ask about submitting annual performance reports through G5, but we now use hepis.ed.gov/isapr for submitting APRs, which isn't the same as G5, is it?

The system had a lot of technical issues while submitting the APR.

good so far

I encountered some difficulty while the system for instructions. Also, the ease of accessing G5 is time consuming and the application software is not compatible with my apple iPhone.

My biggest challenge has been the delay in making the APR system available to users, resulting in very late submissions of reports nearly two years following completion of the fiscal year.

I am not the person who accesses G5 for our grant.

I would have been in trouble if a consulting agency had not sent out a 'template' of the report. It would be great if you sent out a 'template', a Word Document where we can answer the questions over the weeks previous to submission.

No recommendations to provide at this time.

The ability to use 'back'. Also, I was unable to navigate from glossary to the APR reporting. When I moved to the glossary screen, it would boot me out of the section I was working on.

Ease of navigation and use of device/tablet.

Improving the ability to save responses for future use before submitting. Being able to print report to include completed responses in it's entirety.

The system is not intuitive (e.g. links under headings don't seem to fit well or are vague, with regard to explanation/purpose)

There are no items listed above. Do you mean the items from the previous page?

The New APR report is still hard to navigate and the print report option leaves out the 2 new focus area sections. Some of the information requested in not intuitive and better online help and examples are needed to ensure we are submitting the required information.

Have not items at this time.

As I am sure has been made clear, this year's APR had many problems that resulted in a good deal of frustration. Also, it was quite late. I hope the bugs will be worked out by next year.

Some difficulty in adjusting to the new process, but an okay experience overall.

Definitions of terms for the Performance Report would improve the process.

No complaints.

This is based on prior peer review experience - not the most most recent 12 months. G5 was frustrating to use so as a work around, everyone had work done in a separate document to prove its completion since g5 was not a reliable source to save work. All the peer reviewers on my team would share tips and tricks on how to save and where information was to help one another as we learned by trial and error. Although everyone was trained - the system did not speed the process along at all.

n/a

sucks

The template word document of the report looked nothing like the actual report submission forms. The two should be identical.

Fewer glitches and text that is easier to read.

The G5 system is not as visually appealing and it could have better instructions for how to access information.

improve the APR system for better ease of use.

Easier navigation between sections

Provide clear instructions that 'SAVE' function is not the same as 'SAVE and CONTINUE' function (the latter which routes user to next related set of questions). Also, extend screen time-out to an hour (instead of 15 minutes).
The landing page starts with 'news' and the most recent thing is from October of last year! I am currently locked out because I haven't been in there recently enough. But there is not much I have to do in there, apparently. I am submitting an interim report through a different system. But from my recollection it's clunky and old-fashioned looking. Too text based and not enough visual organization.

None

I recommend that the word document version of the annual performance report mirror the web portal a little more accurately. There were some sections missing that came by surprise when transferring our drafted report from the word document to the online portal.

The system is not user friendly and does not function as a resource rather it is a barrier. Making the site more user friendly with resources available for review would be great.

Make the site more visually appealing and the information less 'formal'.  Navigability would be better served through clear distinctions between pages and perhaps differentiating with colors.

Let us select the section we want to address rather than having to go through the report

Please don't tell us to submit when we can't open the G5

I think a video for each section of the annual report, with an example of what is needed would be beneficial.

**Q38.  How can the Performance report (data accountability) submission in G5 be improved?**

Attachment files

I just finished my first APR for Title V, and even though I had no idea what I was doing, the site helped me to figure everything out, even when I was initially confused

Some of the metrics for the LAAs don't fit activities well. Eliminate the requirement to choose two in each area.

Resolve the various technical difficulties still present in the system.

The performance data does not reflect the questions related to the 'activities' of the grant therefore it's difficult to align current grant activity data with the G5 APR data that's requested.

N/A

Submission of the APR alone should be accessible by key staff on the Grant, such as the Assistant Program Director.

No response.

I would like to be able to print off the document fields prior to beginning the report. It was provided as a word document but clearly had been created and not printed as an empty form as there were missing fields and some occurred out of order.

have less technical errors when viewing report

Have the ability to view all required data points in one centralized document. It becomes confusing and unorganized; the reporting gets delayed due to subsequent data fields that need to be gathered as data is entered.

This year's submission through hepis.ed.gov/isapr went smoothly.

Providing more time and additional one-on-one training.

it's OK

N/A

More timely deadlines and availability of the system for reporting.

I am not the person who accesses G5 for our grant.

Okay, here is where I have an issue. I understand the why of the data but really? To be a Title V HSI we qualified as rural, below poverty line, etc. This grant is a game changer for us. However, we can't disaggregate data in a manner that requires an IR staff. We have one data director and one analyst for the entire district. How can I gather data that addresses for tutoring, counseling, etc. exactly how many more succeeded, persisted, etc. For one, when a counselor sends someone to tutoring, do I count it twice? How would I know if by category, students attended tutoring and how many more transferred, etc.? I know how many participate in tutoring or counseling. However, the data gathering was over the top this time. Improvement yes. But disaggregation at this level is too cumbersome for the institutions this grant serves.

No comment at this time.

Allowing for being able to move back and forth.  Also, including some auto populated information like calculation of numbers/percentages.

None to note.

Improving how the system saves responses and continues progress of report.  Also allow for more specific ways to report for different projects.

A face to face training would be helpful, with access to the system during training. some of us learn from doing.

See previous answer.

Easier to navigate.

Simplification is beneficial.

It's to long and questions are redundant.

Simplification . . . better alignment with grant objectives and performance indicators

More clearly define terms related to the type of data being sought.

It's good as is.

Saving needs to be an improved option, navigating pages needs to be quicker, search function for a word would be helpful. Word count would be helpful.

A phone number for technical assistance would be helpful.

more accutrate info

Remove all glitches from the system check text for accuracy.

I preferred the system last year to this year's system. Last year it was much easier to enter and preview information.

NA

The submission itself is actually very easy.

N/A I have not submitted.

The online report should match the downloadable documents.

System functioning on time with looming deadlines.

n/a

(see last comment)

A better form in submission of reports.

Increased flexibility in the added content. For example, if in the previous years one was able to add multiple measures to an activity, the system should allow the addition of a measure without adding an activity or objective.

Have G5 ready and all knowledgeable to submit

Training in how to complete the annual report.

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

na

I have been perfectly happy with the service provided.

More responsiveness in 'help' messages when working on the APR

Improve format, accessibility, and content available on the website.

Not applicable.

Reach out more with announcements.

Consistently making online Annual Performance Reporting system available in a timely manner.

Staff are doing a good job.

I believe they do their best given the amount of students served and institutions with which they interact. I am pleased with the individuals I now work with. In the past there was one problem and it was swiftly and efficiently remedied. I enjoy working with the management of the Office of Postsecondary Education; particularly the very clear [redacted], [redacted] who knows and executes

her job so well and is always helpful in enormous ways as well as timely, and with [redacted], who is incredibly informative and clearly committed and gifted in leading the effort to serve the needs of students.

I have done so in previous screens.

Are you asking how DOE can improve its service? Read the statement, eh? Assuming it is how DOE can improve its service to us, I suggest doing away with monthly reports. My university requires monthly, quarterly reports as does the University Enterprises - the group who provides 'oversight' here on campus. In addition to multiple reports, the students we serve also provide a measure of our effectiveness. The work required of the grant exceeds the expectations I had prior to receiving the award.

Make the APR submission site easier to use. Some of the questions on the APR submission form were not in the hardcopy instructions.

Currently, there are many resources provided via webinar or conference call. However, we have not found the topics relevant to our grant programs. Moreover, these webinars are experienced largely as storytelling from other grantees and not instructive or provide any tools that could be generalized.

Live on site training. Less Webinar training

Having a mandatory Director's meeting for all funded programs would be helpful in fulfilling the goals and program objectives. This would also serve as an opportunity to learn about the most updated information pertinent to the entity.

Communicate. Give feedback. Acknowledge that you receive (and perhaps even read!) the reports we send to you.

More training, resources, faq's, and more information.

Much better communication Structured contact/communication with Program Officer Simplify the ARP process/Provide tools to help clarify what is expected in each areas. The screenshot PPP was not very useful.

It is already being improved. For example, we will have a revised template for FY2017.

Ok so far

I'd like to have more interaction with the Education Department throughout the year. Thank you for all your time and support.

I think the Office of Postsecondary Education is doing a great job of being responsive to our needs and providing guidance on reporting. I think it would be helpful to expand the amount of professional development on such systems as G5 to help us project managers be as effective as possible.

In general terms the Office of Postsecondary Education service is excellent.

Please do away with the monthly updates to the Program Officer. Maybe you can do a 6-month report and then the APR at the end of the fiscal year.

The most likely way through which services could be provided would be to add one to two professional staff to assist current and emerging Hispanic serving institutions. I can't believe that current staffing levels can sustain these important goals for student and institutional success.

I think that it would be nice to receive information on what subsequent years of the APR will look so that we can be prepared to work on it once it is available.

My program officer is outstanding and I really can't imagine what he could do any better. The only issues I have run across have been in the communication pieces and the reporting system. The invitations for the webinar on how to complete the new APR went out during the actual webinar, and

though I was told the webinar would be archived digitally I was never informed of that happening. Also, the APR - and the user interface we use to complete it - seem unnecessarily cumbersome.

Our relationship has been great. The only issue I have is the level of disaggregated data, we can't cover it.

None. We have been very pleased with our program officer, the overall communication and the online services. Thank you.

No comment at this time.

Question incomplete: Reads: Please describe how the  can improve its service to you.  Very difficult to get questions answered.  I have emailed the Institutional Service Help Desk a couple of weeks ago and have not received a response.  Very confusing timeline.  Received email from program officer stating different deadlines, and then received an automated deadline from hepis.helpdesk with yet another different deadline.  Contact with Program Officer is typically unpleasant.  They typically seem overworked and unhappy.  We are hesitant to ever contact DOE with inquiries for fear of angering someone based on our previous correspondence.  Difficult to ask simple questions without being ignored or receiving short/unfriendly responses.  Often confused by questions in APR but feel it is better to just guess on what is needed than to ask and risk angering someone in DOE.  In regards to understanding new APR system, it was stated that there would be a webinar on May 1.  I inquired with hepis.helpdesk and DOE program officer about invitation.  Never received a response but did finally receive the calendar invite a day after the event happened.  I followed up again to ask if there would be another APR walkthrough meeting and never received a response.  Therefore, my main suggestion to improve service to improve responsiveness, willingness to help, and provide guidance on how to use the new APR system.

None to note.

Keep doing what you are doing and get the grantees together to meet at least once a year. There is a level of scaffolding that takes place at the meetings when learning from peers.

Primarily the tool used for the APR

There should be orientations for the new program or grant managers.

Provide more training to new grant managers

Bring back the annual conference for Title V, Title III Project Directors

more user friendly online website

We have a good working relationship. When we have a problem or question, it has been answered or resolved.

Thank you for your assistance and service.  We are able to do so many things to help access and success for our students.

ALL PO's need to respond in a timely manner. Some respond immediately. Others never respond

N/A

More webinars about grants allowability and funds management not only for Directors but for institutional resources.

Everything is fine.

I'm a new Project Director and have found many of OPE's offerings unhelpful. I attended a new cohort summit for the Teacher Education component of my Title V grant and felt that the summit could have focused on the more practical aspects of being a PD. The biggest complaint is that they told all of the PD's in attendance that the missed IPR would not be required, only the APR. A month later, we get an email saying it's due in a month. The form is long and confusing and they only offered one webinar that I could not attend. I tried using the slides but they are hard to follow without context. PDs need more guidance in how to categorize/classify their activities in the way that the form wants (e.g., the FISA / LAA categories). I'm also upset that I kept getting email/voicemail reminders to complete this survey when my deadline to submit the IPR/APR form is in a few days. I would have completed it once I'd submitted the IPR/APR form... this was very frustrating.

Our institution would benefit greatly if we knew the programs we would be eligible for at the start of the fiscal year.

No thoughts at this time.

hire better tech people

Improvements in technology used to communicate and share resources with grantees would help.

No suggestions.

The personnel at the department are extremely polite, helpful and supportive.

Answering voice messages and emails in less than two weeks.

NA

A monthly webinar to cover focused grant management/reporting/etc topics (e.g., 'allowable' expenditures, legislative updates impacting the HSI program, objectives of external evaluation services, etc.).

At this time I don't have any recommendations, but ask me again.

Continued opportunities to connect with other grantees are always welcome!

The annual meeting in DC was the best experience, perhaps more of those.

Would like to see more timely calls for annual reporting. Would like to see consistent messages coming from program officers. Would like more opportunities to interact with other project directors.

I think responsiveness to phone calls or voice-mails is still an issue. It sometimes takes a long-time to get a response back. I have never called a phone number and have had the phone answered. It always goes to a voice-mail.

Great job!

For grantees to keep up with changes and important dates, It would be helpful if the HSI Division sent out monthly updates to everyone.

Make the login process easier. There are too many requests to update passwords. Also, improve the navigability of the systems and streamline the reporting process.

The 2016-17 apr was very late. Keep reports closer to when the time period ends. Notify us of changes to programs

Maintaining the good communication, assistance, and support.

only G5 needs to be improved

it's just fine

No comment.

## CUSTOM QUESTIONS

**Q9. What type of support from the program office would help you implement your grant?**

Understand the regulation of Title V

maybe more of an orientation for New Project Directors that outlines duties, obligations, details of reporting, etc

The support received from our program officers has been very good

I don't need additional support from the program office. What they provide currently is sufficient.

Clear and concise information regarding allowable spending.

Approvals for budget revisions or travel.

I have been receiving support from the program office that I have found helpful and timely.

As the second director for the grant I work on, I was not responsible for the launch of the grant and consequently was challenged to gain information and positionality required of the role of director. It would have been helpful to have some kind of exit procedure for the previous director that would have provided an introduction to the grant and that could have given a sense of how to engage the grant activities early, easing the transition.

More training

Annual Director's meeting for the reasons already listed, webinars, toolkit, & access to online resources.

Occasional communication or feedback other than notices of what is required. Acknowledgement when a required report or response is submitted.

Timely responses.

Communication

Webinars are poorly run. Mute everyone from your end so we can hear. Get an editor to find the typos in the APR, which drives us English teachers nuts. Open the APR on time this year. Be friendly.

About APR construction.

Good so far

Our grant could benefit from communicating with similar HSI grants. We would like for the program office to have a list of contacts that we can share best practices with.

I feel the support I currently have is exactly what helps me to implement my grants objectives.

During this period communication with the office was excellent, especially with the office's response during the period of challenges that our program had during this year.

Responding to requests a little earlier.

I do not have any feedback for this item at this time.

The support I receive is outstanding. If I had any suggestion to make, it would be awesome to have a yearly get together with the other Title V HSI grantees and our program officers, allowing us to exchange ideas, best practices, successes and challenges in person. I would welcome the face-to-face interaction with other grantees and my program officer.

I receive great support from [redacted]. He is available and informed.

The support on behalf of the program officer at this time has been excellent.

The program officer is extremely responsive and helpful.

More regular new staff or new directors in person training.

Not very applicable, the department does a great job at answering my questions and meeting my needs.

Doing well in this area

As I mentioned earlier the new grant managers should have an orientation session. face to face if possible.

My Program officer has done a good job helping with the implementation of my grant.

Provide more training for new grant managers

Answers to questions which we currently receive.

nothing

None.  He has done a fantastic job at answering my questions.

Continue to provide answers to questions as they arise.

Exactly the kind of support [redacted] provides.

Emails with any changes that might affect the grant and emails with changes within legislation that might affect the grants.

The implementation of the monthly progress report has been valuable to share updates with the HSI office. An update or acknowledgement to the progress report could assist with management of the grant.

Strategic support, recommendations and approvals.

Everything is working very well now, thank you.

Examples of grant activities that fall under the FISA / LAA categories; how to correctly complete the IPR/APR form; how to request budget revisions.

clear indication of how current administration changes procedures so staff can be prepared

No thoughts at this time.

answering questions quicker

My current program officer is excellent. She responds to emails regularly and provides guidance clearly and concisely. However, more webinars on fiscal controls would be helpful.

As I have not needed support, I am unsure how to answer this question.

NA

In addition to its current support? None at this time.

As noted earlier, continued opportunities to connect with other grantees to gain exposure to common challenges & best practices are always welcome.

More help with the budget.

Consistent information from project directors and ability to interact with other project directors.

more responsiveness

NA

I think more engagement with the program officer for them to grasp a better understanding of what is being implemented.

Good email communication would help us with grant implementation.

More direct feedback on my project.

Good communication.

Discussing grant, helping with the problems of G5,

we get all we need

Training with the annual report and process.

**Q10. Please provide at least one specific suggestion for how we can improve this program.**

It is helpful if we could have a list of FQA, or a list (simple) of do's or don't into Title V.

More practical, hands-on training for new PDs

Newsletter from HSI with different items of interest to grantees

Provide webinars on FAQs for new Grant Directors and best practices of grant program implementation at community colleges. There is a heavy focus on best practices at 4-year institutions, but a large percentage of HSIs are at 2-year community colleges.

The Project Directors' meeting in October 2017 was very good. Please continue organizing it.

More proactive messaging from program managers to individual grant directors to check in.

Doing a good job.

Nothing. I am able to obtain what I need.

Develop a nimble and intuitive online reporting system for project interim and evaluation reports: one that is fully supported with online resources (technical reports, APR powerpoints, notes and Q & A transcripts, websites for additional information, etc.) embedded and accessible within the reporting system and real time chat for technical questions during normal business hours.

more responsiveness to questions and issues

Seek for improve your excellent services is always a goal.

Make the website easier to read.

see previous

Have annual project director forum and training

More communication to provide guidance.

Get things done on time. For example, open system for APRs on October 1 instead of delaying for months.

Respond to institutions within three business days.

Much can be solved with effective communication

I want the H.S.I. office to know we are empathetic to the current situation, but ask for feedback continually and respond to suggestions more transparently.

None.

Review budgetary line items

Our program would appreciate a more detailed glossary of the specific questions and terms that relate specifically to our HSI grant objectives.

Expansion of professional development opportunities for project directors.

Conference calls, another Project Director meeting, also continue the presence from H S I division at conferences like HACU, TxHSIC and AHSIE.

At this moment, I do not find any suggestion or recommendation to improve the program.

Stop monthly updates to Program officer and respond to requests sooner.

Increase staffing concomitant to the expansion of Hispanic serving institutions nationally.

How can the Department of Education provide more information on how to ensure that the efforts of the grant will result in programs being institutionalized at our respective campuses and/or advise recipients on securing additional funds towards the end of the grant life.

Reduce the reporting requirements.

This year it seemed the data, I keep mentioning the disaggregated data, was more targeted toward you reporting to the DOE than it was relevant to what we're experiencing in the field. I see the need for data. It's gotten a little over the top. The lateness of the web application created an issue too. Since we're 9 months into the year after the reporting period, it doesn't allow us time to use this report to set up better data capture for the next report.

Institutions assume that 'no news is good news'. To avoid any unpleasant surprises, perhaps there could be a quick annual check in with program officers.

Proceed in sustaining funding for this program. HSIs are increasing and emerging exponentially and the funding is important in supporting the initiatives to support students at HSIs.

Hire more program officers.

It would be helpful to get a consistent due date for reporting. I understand that this year was a unique year where systems had to be updated, but it would be great to be able to expect a due date for reporting around the same time every year.

Additional training.

Reach out to previous and current grant recipients to help formulate competitive priorities for upcoming competitions

Annual meetings in DC

I have been satisfied with this service

Program officers should always answer questions within a time frame such as 24 hours. This would be very helpful bc some program officers don't answer questions in a timely manner.

Orientations sessions offered to new grant managers. Maybe one a month so that as new grant managers are hired they can get information from DOE.

More training for Grant Program Officers on general policies and procedures; especially for new program officers.

Additional training and easier to navigate the website.

It would be nice if at the start of any grant, that all grantees should be brought together (in person or via online/virtually) and have the Dept go over the grant expectations, staff expectations, desired outcomes, and purposes. This will help to set the stage for what is required, expectations, compliance. thanks

None

Bring back the annual conference for project directors

More training or networking opportunities for regional programs.

more user friendly website

We completed the IPR which was very long and it seems that many of the questions were designed for the APR. So, a shorter IPR would be nice.

Being available.

I cannot think of one area lacking quality.

I know that this last reporting period was difficult, but delays like these make it often difficult for the reports to be generated because of having to adjust our calendars. During the summer, we often focus on clearing accounts and gathering data for the next reporting cycle. Having to collect and report was especially difficult, so my suggestion would be to work in promptly to having the reporting site and available sooner.

Quarterly newsletters with upcoming legislation changes or changes that will affect the grants.

Simplify the online system for the annual performance reports.

Correct information provided by P.O.

My experience has been great. The program officer is responsive to emails and provides communication on reports/deadlines. If possible, could the program officer link project directors within a regional area. The group common challenges and best practices with implementing the grant.

The Grant application should be earlier in the year of the competitions.

Continue the movement toward more digitalization.

Better training for Project Directors -- see earlier text boxes. have listed several concrete suggestions already.

hiring assistance that can provide quick information

Improve on the most recent APR - make it more user friendly, reduce all the various sections, manuals, etc. some do not apply to our specific grant.  Makes it very confusing.

Recorded webinars and/or other resources readily available for whenever new project staff take over a grant or join a grant team.

Better technology.

Yearly directors meeting in DC

Efficient response to requests for technical assistance/support

Give us access to more information (via webinar or other remote presentation format) from previous (not just current) grantee success stories. HSI-Stem has been active in this--but, um, teacher education folks need to step up their game on this front.

Quarterly 'town hall' virtual meetings with grantees in our region and/or a searchable database or means of identifying grantees who are working on similar initiatives

Some outreach (e.g. a call or email) when we aren't spending the money as speedily as we need to.

Add an email listserv for project directors so that we can communicate with each other.

Have someone dedicated to phone calls and get back to the person in less than 24-48 hours.

Provide a similar on-boarding training such as what AHSIE provides for new managers. It was the best job training I could have received upon becoming an HSI Grant Project Director.

Provide the program officers less grants and require they engage more with implementation for them to keep the grant on point to serve Hispanic population.

As stated previously, a monthly email update from the HSI Division would be helpful.

Continue holding the Title V conferences. Those are helpful and informative. Perhaps add one-on-one time to them.

Provide templates for monthly reports

I suggest the Program to consider having a social media page such as Facebook to share pictures and information about the Projects among Project Directors and Program Officers.

only need help with G5

no comment

**Q11. Please provide at least one example how this grant is making a positive contribution towards achieving the mission of the institution.**

The project has contributed to the retention and support of students with great difficulties in learning.

Grabt is instrumental in allowing us to retain and support the academic achievement of Hispanic and low-income students.

Ensuring more opportunities to succeed for the target population

Our Title III grant provided the funds possible to build a STEM Center and Innovation Research Lab. Our Title V grant provided the funds necessary to build a Professional Learning Center and Student Engagement Center.

This grant allows the college to provide a significant amount of support and guidance to our STEM students. STEM students are better served and we expect that over the life of the grant we will have higher success and retention rates than what we had before the grant started.

The grant enhances access to a quality STEM education to our very underserved community.

We are able to provide more academic support to our students, previously we didn't have the proper capacity to do so.

The grant is supporting faculty training for a revised curriculum for our First-Year Experience course.

The grant is providing infrastructure through innovative technology to provide instructional strategies to undergraduate research embedded in courses across all disciplines.

This grant is changing the culture of this institution in meaningful ways. I am excited to see that faculty, staff and administrators are being compelled to adjust and intentionally serve the students we serve who have been produced by the sharp shift in demographics in our region. This serves our mission in terms of making the institution one that welcomes and embraces diversity and equity. This is an enormous impact.
Our DHSI grant is providing support for the development of a continuum of student services to support student success among underrepresented, first generation, and socioeconomically disadvantaged students.

We have been able to create opportunities for students to engage in high impact practices (undergraduate research and capstone projects) which are helping with retention and graduation rates.

The curricular revision, the renewal of facilities and development of new support services for students (traditional and web-based peer tutoring) respond to our institutional mission to offer an education of excellence to prepare our graduates for a successful performance in the labor field.
As a very small institution, our Title V grant has given us the ability to improve students services and communication with students. We have also been able to change the quality of instruction in not only our online classes, but our f2f classes as well.
For our campus, this grant has caused and provoked the most discussion of the population of Hispanic students on this campus. Prior to this grant there was a philosophy that all students were the same. This grant has permitted discussion regarding ethnicity of our students and required that we make dis-aggregated data more readily than previously.

program officers always answer or find the answer for questions asked

Assists with retention efforts to increase graduation rates.

By developing Guided Pathways, the grant is helping our institution fulfill its mission to ensure that students identify their educational goals and needs and successfully complete their post-secondary education.

Redesigning difficult high enrollment courses that have low success to become more engaging, thus improving the quality of learning and the experiences of our students.

We are grateful for the grant funds. We are able to offer training opportunities to faculty and learning opportunities to students.

It has a direct effect on retention and persistence. We loan text books which students say absolutely means they can afford to come to school. Most state that they would surely have to drop out of school when a 4 unit course costs $132 while the book costs $250.
(a) Enrollment: Overall, the institution's enrollment has had a steady increase in the past years. As of Fall 2017 (August) the enrollment was a little over 6% compared to the previous year around the same time. Additionally, graduate student enrollment is up drastically by almost 17%. (b) Graduation: Compared to peer institutions within the system we are doing well in terms of four and six-year graduation rates. We are near the top in terms of student persistence. Average 4-year graduation rate from TAMIU is 19.5%, ranked fourth amongst the TAMUS regional universities. Average 5-year

graduation rate from TAMIU is 34.4%, ranked fourth amongst TAMUS regional universities. Average 6-year graduation rate from TAMIU is 40.9% (c) Retention: Retention rates have been obtained for our Cohort 1 consisting of Summer Research Week Participants and UNIV 1102 Learning in a Globe Context Courses: FALL 2016 to FALL 2017 at 69%, at the end of Fall 2016 and beginning of Spring 2017 it is reported to have been 92% for retention rate of UNIV 1102. The percentages of freshmen students enrolled for Fall 2017 was reported as 86.34%. Our Cohort 2 was randomly selected by UNIV 1402 Signature Courses class sections. Our cohort consists of 483 students. Providing a fall retention of 87.53%. There were a total of 922 students that participated in UNIV 1402 Courses. The current 1st year persistence rate was 75.9% for entering cohort Fall 2016 that enrolled for Fall 2017.

Helping retention of first time in college students

Title V has been key in providing an Early Alert system at EPCC for our underrepresented Hispanic population.

It is allowing us to create programs such as Math Prep Camps to help our students in developmental education get to their degrees and certificates more quickly.

Faculty who attend our professional development sessions have reported that they have learned strategies that they are implementing in the teaching, or they will implement in the future.

The greatest contribution in terms of knowledge that impacts the institutional practice is in the development of a tracking system based on the student information that is collected from the application. This information allows establishing an initial risk level that serves, as an indicator of possible academic support needs. This system is in development and implementation and we hope it provides access to information that facilitates the help to students at higher risk of failure and thus contributes to institutional retention.

Increasing access to quality programs for low-income first generation students.

A Title V-coordinated Career Readiness Institute has provided exceptional support to students striving to be become better prepared for their transition to the workforce and life after college.

We are creating a strong sense of cultural awareness with regards to our transfer and first-generation student population.

This Grant has done great work toward retention of students.

This grant is improving technology infrastructures and resources for all students and faculty in our district.

Oh this grant changes everything for us! We can now offer curriculum, technology and access we absolutely would not have been able to without the grant. Faculty have a second wind. Students have the opportunity for a living wage. Everything about this program has been positive.

This grant has given our institution the opportunity to change the curriculum and certificate pathways of an entire department. Students will be able to enroll in transfer-level courses much sooner and reduce the number of unnecessary courses from their academic plans.

Capacity building

Grant has met it's retention outcomes for the first 2 years thanks to the funding provided.

The grant objectives and the mission of the college go hand in hand and mutually support the goal to increase the success of Latino and low-income students. Due to the large number of HSI students, constituted close to 50% of the students body, the execution of the grant has been a concerted effort across campus, bringing together leaders from various department across campus and encouraging collaboration and leveraging of resources around campus. The grant also supports the college's mission to support families and promote family participation in the students' educational goals.

Closing equity gaps.

This program has fostered the development of multiple STEM-based equity strategies, including the development of a regional STEM network composed of stakeholders across sectors

Providing access and support toward degree completion for minority groups.

The actual grant and activity(ies) have made a tremendous impact on how our students engage in their studies. Because of this grant, we have been able to bring state of the art resources to our students of whom a great percentage are disadvantaged students at extremely remote locations. Students travel have been greatly reduced while drastically improving their experiences. The services and resources that this grant have provided to our students will serve them for many years to come while easily and smoothly being institutionalized by the college.

Increased math success impacting overall credential-completion rates (e.g. college was #1 among community colleges in the state in 2017--one major factor of which was degree completion figures)

This grant has afforded many preselect student an opportunity to visit the Medical campus and shadow currently enrolled students in their area of interest. The early engagement has helped pre-select students to determine if this is the field of study for them or if they need to redirect their career choice. During this early engagement preselect students have the opportunity to see and speak to students who are enrolled in programs that they are interested in. They have the opportunity to network within program students and the faculty of their programs of interest. They see first-hand students who like themselves are Hispanic and from low income, areas succeeding in their medical program. It's a great motivator as Miami Dade College seeks to increase retention and completion rates

The resources from the grant have enabled the institution to increase outreach and success of our Hispanic student population.

Our grant is making a huge difference at our campus by supporting students. I believe that despite the feedback I provided that we have been supported but can be done in a more effective manner.

This grant has made possible the establishment of learning communities in our college and the initial results are extremely promising for the students. It has also facilitated the provision of a writing center at our college to support our students in the development of skills and confidence in their ability to edit their own writing. It as provided the means of professional development for our faculty in the best practices in eliminating barriers to higher education for minority students.

help to build capacity

The grant has made possible the improvement of existing engineering programs to prepare students for opportunities in a twenty-first-century knowledge economy by the creation of a program.

Our title V grant is providing the necessary financial support to improve and enhance academic support for students (tutoring and supplemental Instruction). It also provided financial support to hire a director for the Learning Resource Center and two other staff members.

Students and faculty have improved their performance in key, gateway courses.

The grant is enabling many needy students who are high need and/or Hispanic access to higher education as well as the tools necessary to achieve the goals they set for themselves. I am honored to aid in providing these benefits.

Establishing new and exciting programs.

There is a new enthusiasm in the Agriculture department. Many of the projects are designed to improve the agriculture teaching facilities and provide greater opportunities for our students. Since we are located in a rural area with many farms and ranches, this will help us to provide educational opportunities for our region.

Being able to serve more students for success.

We expect 56 students to be enrolled in our new Culinary Arts Program this fall due to our Title V grant. We have a 99.9% success rate on PTA licensure for the program we began with our last Title V grant. Students have greater opportunities and greater success thanks to Title V.
The grant has been able to increase student engagement, student persistence and provide opportunities for community college students that would never had the chance to take part in lab experiments until their junior year. This sets the foundation for students to be prepped and ready for their years at university. More importantly to be ready for the challenges of rigorous university work.

This grant is providing much needed technology to students that might not otherwise have it on a regular basis within their classroom.

Increased the number of low income and Hispanic students in STEM majors; increased the awareness of STEM on and off campus;

The VÍAS HACIA la GRADUACIÓN program directly aligns with the institutions mission and strategic priorities. As a DHSI, a MSI, and an Achieving the Dream institution, Cumberland is focused on increasing student success, especially that of our most at risk students. By designing technology enhanced programs of support and guidance, we have been able to demonstrate increased student success, and completion, while engaging with the community. This Title V HSI grant has really helped us to do this.
The grant has contributed to the mission of the institution with the continued enhancement of academic and student support programs tailor to Hispanic and low-income students. The graduation and retention rates of support students has increased.
Our Title V grant has been successful in serving low-income and minority students. For example, in our thanks to the tutoring component our institution has been strengthen in its ability to offer academic support through peer to peer assistance.

With the grant, the main contribution is on the strengthening of the support services and activities to students to help them demonstrate persistence.

Our student support programs are thriving.

the grant will help with many student retention measures and (hopefully) reduce time to completion.

Our campus is now extremely interested in improving on how we serve transfer students, partially as a result of our grant. They have instituted mandatory orientation and other new programs to support transfer students.

changing culture on campus

We are able to fund projects and look for new ways to serve students. That's amazing.

Grant staff have increased conversations and escalated actions towards improving faculty development and faculty understanding of high-impact practices for student success.

This grant is piloting a new early alert system to track student performance and increase persistence and retention.

By providing varied supplemental instruction to students in STEM Pathways.

It has supported our number one effecting freshmen orientation program.

Acclimating and academically preparing incoming Hispanic and low-income students to successfully complete and persist through their first three semesters of college and beyond.

Achieving equity in educational access for disadvantaged students is a realization of our institutional mission. It is us walking the talk. The process of receiving the Title V funds and now the implementation of the project's plan are helping a wide variety of institutional stakeholders better understand how our work for and with low-income and Hispanic students is the institution living our mission.

Developing courses that help low-come and minority students move up the career ladder from one program to another higher level program in a more timely manner.

This grant is allowing us to galvanize the College community and its resources around student success, and is allowing us to leverage data & technology to inform programmatic & institutional decisions around student advising & academic support.

The grant is helping minority students to achieve their academic degrees

The renewed focus on gateways courses is helping the majority of our students.

Providing opportunities for mentorship with students before transfer to 4-year institution.

Part of our mission is to empower a multi-cultural and inclusive student body to overcome the social, cultural, economic and geographic barriers that limit access to higher education and to cultivate leadership and a commitment to the promotion of a more just society. I think the grant directly speaks to our mission in expanding opportunities to Hispanic and underprivileged students in our region by providing a conduit for opportunities.

We are seeing increased enrollment and student success.

I can provide a long list! One example is by merely demonstrating the value of Latino students by means of our 'Hispanic Serving Institution' status.

Grant supports all four areas in our strategic plan, acceleration, student guided pathways, student engagement and validation, and organizational health.

One example of a goal in our Strategic Plan is to improve our success rates in Freshman Composition classes. We have already achieved this goal, with our success rates now at 67.19%, surpassing our goal of 65%.
The Title V grant is helping our institution fulfill our mission of maintaining/enhancing access for our diverse community. In an era of education funding cuts, the grant has enabled our institution to make improvements while keeping students' costs down.

Brought focus to transfer work, awareness of disparities in transfer outcomes by various groups

The integration of computers and mobile technology apps has served the University mission to improve critical analysis, research, and communication skills of the students.

retaining students in school, preventing drop-out rate, helping students explore different careers

Through our Science Tutoring Center and Reading Center we are providing students with a service that increases their success and persistence to graduation.

We are seeing more hispanic students and other underrepresented students in our program.

**Q12. Please provide at least one example of how the grant increases student persistence toward degree attainment.**

The tutorials offered support students and they feel more secure.

Increased funds for academic supports sevices, including academic advisement and tutoring services.

Provides support for students navigating online/hybrid courses. More students are taking these and are not prepared, so the grant helps them be successful in this form of instructional delivery.

Research shows that student persistence increases when they receive peer-to-peer mentoring or faculty-to-student mentoring. Our Title III STEM grant funds provide wraparound support systems that include STEM Peer Mentoring.
We have a designated counselor and academic coaches who provide ongoing support, guidance and encouragement to our STEM students. Grades are closely monitored and if students begin to fall behind they are immediately contacted and given with any additional help we can provide.

The grant is allowing us to provide peer-to-peer Supplemental Instruction to students in bottleneck courses.

Allow for more direct spending on student academic activities, like under grad research, purchasing items for the students, etc.

Our Summer Bridge program builds a cohesive support and success system into the cohort of students who participate.

Information sharing for academic career literacy and financial literacy workshops presented to first year students.

It provides support in transfer and by providing important high-touch mentoring, tutoring, instructional support for faculty, and sound academic habits for success.

Funds and project activities are providing evidence-based, high-impact programming to support academic success for our Hispanic student population.

They are more engaged in the college and in their academics.

Renovated facilities for the Tutoring Center at the main campus in Bayamón are now available to students. This renovated facility gives students the opportunity to receive helpful and valuable individualized support and provides a location for the delivery of academic support workshops. During project year two, we hired and trained seven tutors for the academic areas of English, Math and TRUN who then provided 272 tutoring sessions in both face-to-face and online delivery format. We also created a handbook for procedures to be aligned with services that were already being provided to students through the Academic and Advise Services Center.
Our students are less frustrated with our admissions, registration and advising procedures giving them a better experience which prevents stop out. With the 3 new academic programs the grant has brought to our campus, students have more choices in programs and learning modality (online/hybrid) which opens up completion possibilities.

The First Year Experience program which this program has launched is central to the retention practices on our campus.

Supporting Student Success programs

Financial Aid collaborative efforts have increased the number of FAFSA applications and Financial Aid awards which assists with persistence.

Our retention project contacts all students who have visited the campus welcome center to see how they're doing, refer them to academic counselors, remind them of deadlines, and inform them about resources that will help them achieve their educational goals.
Faculty receives training in new pedagogies that increases student engagement to redesign their courses. They use topics such as: reading apprenticeship, threshold concepts, self-regulated learning, motivation, growth mindset, and many others.

It provides the support needed to learn course content and subsequently pass the course.

We hire high level professional experts: alumni who completed the programs and are working in the field (Radiology, Paralegal Studies, and Respiratory Therapy) who do night/weekend tutoring including career mentoring. More than 90% of students who work with the professional expert completed the degree, but were more successful at getting jobs and doing well in them because of the additional support.

See above.

The movement from gatekeeper courses continues to grow sytematically

Title V has given EPCC the resources to help keep our First-Time in College students off of academic probation and academic suspension. Also, our first-time students have access to Early Alert Advisors and Peer Academic Coaches who can guide them during their first year.

We have in class peer mentors and tutors who can relate to students helping them both academically and with references to student services to increase the persistence of our students.

With the mentoring and tutoring support from the grant, we have had students report to us that we helped make a difference in their life; they may have been on the verge of quitting school but the connection with the peer made the difference.
Our best achievement of students persistence is in the Supplemental Instruction Program because the 71.4% of students in Mathematics 3171 with SI received A B C scores, compared to students who participate in the same courses without SI, which reflected ABC scores with 34.5%. This result reflects a difference of 36.9% between the students that obtain A B C grades in a course of mathematics 3011 with SI in comparison with the students who participate in the courses of mathematics 3011 without IS.

Good programs support and deliver better services/education to students which has a positive impact on persistence.

First year students receiving assistance from peer mentors and academic coaches have been retained to the sophomore year than those who did not receive services.

We directly support students that have traditionally struggled with Math 1073, which has typically been a barrier for students in continuing with their degree plans.

The Peer Mentoring piece of the Grant is a great tool to aid in the retention of students!

By enhancing our technology resources for students, we have allowed them greater agency over their own academic success and planning.

Quality of courses, currency of curriculum, addition of third party credentials for CTE, better learning management system and tools.

With the support of this grant, our institution has been able to offer a warm and welcoming dedicated space (student center) where students can drop in, receive academic counseling, use computer and meet other students. This student center has impacted our students' persistence/retention toward degree attainment.

Sustainability

While many services are provided through the grant, academic support services such as tutoring and PLTL has made a big impact.

Through the grant, El Centro, a one stop, friendly resource center was created with services including academic and career counseling, financial aid advising, and peer to peer tutoring. All these services support persistence by ensuring students are creating their educational goals, applying for financial aid, and supporting students academically.

Access to just in time tutoring.

This program has helped UNM focus resources on building strong STEM mentorships for undergraduates with scientists and engineers at national research labs

Providing resources to build support services and activities that help students persist in their degree program.

We have 2 excellent examples, one being the Nursing Simulation Lab and the other being the Virtual Welding Simulators--both reducing costs for the college and students while greatly improving their learning experiences and helping them acquire the credentials and hours required in obtaining their licensing/certification/degrees.

Grant activity focuses on provided tangible and regularly iterative support that increases student comfort with and confidence in math abilities, encouraging them to remain in their courses.

The early engagement program discussed in the previous slide, gets the preselect students excited and motivated as they have an opportunity to spend the day in the dental clinic or the sonography lab, or whatever their program of interest may be. To see first hand what they can look forward to becoming a part of has served as motivation to keep them focused on staying enrolled and making the best grades possible so that they can become a part of the programs that they are visiting.
Through Professional Development of our faculty, educational planning tools, and the ability to provide tutoring and counseling resources, we have been able to increase persistence rates among our students.

We are in the early stages of our grant.

The learning communities and writing center the grant has enabled us to provide foster in students a sense of confidence in their own abilities which encourages them to continue their education. The conferences in faculty development which the grant allowed reinforced among instructors an awareness of how to create a sense of belonging among minority students which had a positive affect on student retention.
The tutoring program provides specialized tutoring, both in-person and online, and facilitate services including in-class tutoring and opportunities for practical experience in faculty-mentored research and engineering projects. Studies on the effects of tutoring on student success demonstrate a significant trend: the more academic support students receive, the more likely they are to pass their courses and stay enrolled.

The academic support services provided with grant funds (tutoring and supplemental instruction) have helped to increase course completion rates and student persistence.

Student support (tutoring) data show a strong correlation between use of services and pass rates

The grant enable us to provide mentoring and transfer assistance to students who wish to matriculate to a four-year school. The Grant also enables us to make our campus one that is more inviting and welcoming to Hispanic students and those with high need and high potential because it assists with training faculty to serve this population more effectively.

Students are receiving and being exposed to new and innovative workshops and activities to help them towards achieving their goal of earning their degree.

Students will have updated labs and classrooms. They will be gaining hands-on experience with equipment that is used in industry. As they see the practical application, they will continue their education.

State licensure in the PTA program is 99.9% (In the six years since the program's inception, only one student did not take the licensure exam; all who have attempted it have passed.

Creating a larger Math lab that is dedicated to working with developmental students has given students greater access to college level courses. The Math labs work with incoming students to take Math refreshers in developmental Math and College Algebra. Students work on gaining skills, while closely working with faculty and tutors. Once they finish refreshers they are able to retest and enroll in a higher level Math. Also, students who are test just below College Algebra are enrolled in a College Algebra plus lab course where they work closely with their Math instructor and tutors to complete the course.

These strategies have proven successful in completion and persistence. Students are given support and engaged.

This grant is providing the development of programs that will help students see their progress and be able to map out their complete degree program so that they can stay focused on their success and completion of their programs.
1) Pre-semester bridge (offer a bridge before each semester to review subject specific content) 2) Proactive support by staff and faculty; 3) Availability of tutoring 7 days a week; 4) Access to the One-Stop-Center (Offers all types of academic, financial, and psychological services)
The VÍAS HACIA la GRADUACIÓN program provides guidance in English and Spanish, guides students in selecting appropriate degree pathways, works with academic divisions to streamline and increase relevancy of program requirements, motivates students to learn to set and achieve goals, and uses local and regional employment data to connect program pathways to real world jobs. Student Services and benchmarking are designed to structure extra time on task for first generation college students, provide tutoring and supplemental instruction, and utilize technology to provide alerts and timely interventions to support student persistence and graduation.
The grant supports the enhancement of academic and tutoring structures to met the needs of Hispanic and low-income students. The grant implemented a group tutoring model, a proactive advising model and high impact activities such as research and major specific college success courses. Through these initiative the institutional retention and graduation rates continue to increase.
The project been working strategically with campus Vice Presidents of Academic Affairs and other key Units to collaborate in enrollment efforts and endorse advising services that stimulate on time graduation. One of the most successful strategies that has impacted graduation, and also retention has been providing personalized support services that empowers students to keep track with their study plan and academic goals.
With the grant, we are also strengthening the teaching and learning process with the integration of best practices and new strategies in the first and second year core courses. With the establishment of the Engagement Center, we are providing students with the support they need to overcome any barrier they might encounter by helping them find the best solution to their problems.

Our embedded tutor program provides a substantive boost to student success.

provides test preparation support for required professional exams

The grant help us to reinforce the student academic support bringing them tutoring services in high risk courses since first year until completing a degree.

it is the KEY in making institutions accountable for including ALL students succeed

Our grant provides tutoring, mentoring and a library/textbook lending program. The textbook lending program has been extremely successful and I believe it is helping our students stay on their academic path and will persist and graduate.

thru advising

We are able to offer more classes and in more formats for students at multiple campuses.

Through our student advising pilot, our grant is increasing attention to when and why students leave the university and interventions for retaining more students.

The grant has specific activities, including piloting early alert software, to identify and support at-risk students and increase their persistence.

By providing relevant activities like undergraduate research as well as mentoring and leadership roles to students to stay engage in their degrees.

Support for our mentoring pogram

The Summer Math Academy component of the grant academically prepares students to successfully complete their first college Math course, a significant milestone, which generally encourages them to persist with their other coursework.

Activities in part 1 of our project are ensuring that first year students are actively engaging in 4-year planning for achieving their degree.

The grant has helped us launch online advising tools to support students and advisors in ensuring student progress towards degree attainment.

Providing peer and academic mentoring, improving internet access and providing a more accessible environment for diverse students

Identifying and removing barriers to successful course completion

The program provides students with opportunities to engage in high-impact practices such as internships and project-based learning.

N/A - the grant is new, although we are now seeing the benefits of student motivation by providing training opportunities at our host school district sites.

We use a success coach model with intrusive advising.

The new resources at Sacramento City College that support Latino student retention and goal completion come directly from this grant. The HSI grant is helping to shift the culture of our college for the betterment of Latino students.

Managed enrollment in first-year of college with mandatory registration for accelerated math and English courses.

The grant improves student persistence by providing intensive tutoring for low-income Hispanic students. Also, the allowable earnings from the Next Generation endowment improve student persistence towards degree attainment.

The grant funds multiple initiatives aimed at increasing persistence such as learning communities, accelerated developmental education strategies, and mentoring.

Grant funded staff personally contact students who do not return to help resolve issues and get them reenrolled

The grant's academic support services in the Nursing Sim Lab and in the Tutoring Center contribute to increase student persistence toward degree attainment.

have classes for students, provide workshops for students intrusive counseling have space for students to help each other provide tutoring....

tutoring

By allowing us to provide pathways for them that were not there before.

# Hispanic-Serving Institutions – STEM

## CORE QUESTIONS

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

Webinars are not often all that informative, and are about content that would be faster to deliver via a memo.

Turning in the Annual Progress Report has been a nightmare. My officer wanted us to turn in by 6/15/18 which was the day that the complete form finally was accessible to me. This made it impossible for me to follow my officers directions in a timely fashion. My Program Officer, [redacted], is wonderful bu the technology end of things has been abysmal.

Provide simple, clear, accurate, and useful materials online.

There is new video conferencing software that is easy to use and much more effective that the department could benefit from. In terms of the APR, the website is horrible to use. The fact that info can be lost if you are not constantly saving your file is terrible. The site often also looses info when you hit save. I have to create a word doc with the info that I will input into the APR site to assure that whatever is lost, I have backed up. The character limits and formatting of the site also make it hard to organize your thoughts in word documents. There is no way to add tables or graphs to support your narrative so we have to flatten excel docs into pdfs which is time consuming and less effective. The CRF website, while easy to navigate if you know that it exists, does not tell you when particular pieces are being updated and it's hard to know where to find things if you have not had an orientation about how the site is structured and which parts are relevant to the HSI STEM grant.

Make sure the office has seamless online presentation system that works well with multi- state systems.

Connecting to webinars for technical assistance have been very hit or miss. There are many times when webinars are not watchable due to connection issues. Finding better ways to share information would be helpful for grantees as they are redesigning activities or learning about federal reporting tools.

Work out the problems before rolling out the product. Often times there are still too many bugs in the systems. We, the users, are the ones who help them solve or discover the problems.

This year's annual performance reporting system was disastrous, starting with the informational webinar to the online reporting system. What made it particularly difficult was the fact that the online system added new requirements (never covered in the first informational webinar) every time I attempted to submit my material. It would be very helpful for the next APR that we have another informational webinar that goes over the online submission process now that we have gotten through all of the 'glitches'.

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

My only reporting is the IPR and APR via the Institutional Service page (HEPIS).

APR system

HEPIS

through Dept. of Ed. APR link

Not sure

ISAPR

HEPIS

https://hepis.ed.gov

Institutional Service (IS) Title III and V Performance Report Web Site

Do not know. Grants office handles reporting.

Institutional Service Title III and V Performance Report Web Site

not sure

California RP group

Office of Postsecondary Ed. Institutional Services

HEPIS

https://hepis.ed.gov/isapr/

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

The analyst was very diligent in helping solve my access problem.

The G5 help desk has been very helpful when I have a question in regards to my account and they have been able to help me at various times during the past 12 months.

Unlocking the APR

Aside from unlocking my account I haven't required customer service in the past 12 months. The was timely and I have no complaints.

They were able to provide me with my password and facilitating access to my account.

Satisfactory

I am constantly in touch with my grant project officer and she is always available and responding to my questions regarding grant's project activities and implementation.

In the process of submitting the Annual Report we had technical issues and they helped us resolve them.

I don't have one yet.

Have excellent communication and support from the program officer(s). The HEPIS APR section has been a huge problem. It opened very late and had several technical problems. Entered data were wiped out even when the save or save & continue button was pressed. There is some improvement but still it adds to the complexity of the form itself.

Not applicable.

I sent an email to the Program Officer [redacted] and she contacted the HELPDESK, who responded quickly, within 48 to resolve a critical issue.

na

Resetting my password.

An analyst helped my supervisor navigate through the G5 database. The analyst was kind and answered all of our questions.

G5 Helpdesk ED analyst was clear and specific.

[Redacted] has been exceptionally responsive and helpful. Thank you [redacted].

N/A

N/A.

Once, I got someone on the phone they were extremely helpful and efficient in helping me reset my G5 account.

I made one phone call to the G5 help desk and the technician replied quickly and professionally. My issue was resolved right away.

Very prompt on unlocking my account.

The folks at the help desk are consistently kind and helpful.

Was quick to help me unlock the account

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

N/A

At this time I would say that the G5 HelpDesk is doing what they are supposed to be doing.

Logging in difficulty

I do not remember .

no improvement from my limited need

We rarely need assistance from the G5 helpdesk. When we do, the response was quick and the support was good.

none

Perhaps submitting monthly reports through the G5 system .. . . I rarely ever need to use it; seems information there is not the latest, though we could potentially use it to interact and support ourselves with other HSI STEM projects.

The technical issues of the APR system.

Not applicable

NA

It seems to work fine, based on my interactions.

na

Satisfied. from my lens no need to improve.

receive a notification that your email was received for assistance.

The login process and updating key roles. It has been difficult for me to access the account because I am not acknowledged as being project director of the grant. Therefore, when I login no information shows up for the grant.

N/A

Please do not lock the system every time we do not login for a while.

Editing annual performance reports (APR) could be improved to allow to see all text and to add visuals when possible.

I thought they were great.

None

I do not have any suggestions.

I have not had to contact the G5 HELPDESK in the last 12months

There have been glitches with the new system. I am working to submit the APR now. It is frustrating when it doesn't work and a relief to find it is something on your end and not mine. I have a hunch this will improve over time.

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

The page could be easier to navigate; it's very busy. The different tabs and pages are not self explanatory.

They should add more questions to the FAQ or be able to change the questions from time to time. Questions that I may have are at times not located in FAQ. When APR are available they should be better able to let you know what specific area you are missing on the report in stead of a broad statement saying, You have section 3 incomplete'.

Problem is in local connectivity for internet

Not very user-friendly, lacks features, pure-ASCII means we don't know what will happen with special characters, and means there's no capacity for formatting (bullet lists, special embeddings, italics, boldface, hyperlinks). There was also no way to make attachments.

Difficult to enter large amounts of information. Make the system streamlined by adding in a uploadable fillable document.

No comment

n/a

do not know how

make it more user friendly and interactive

All the bugs must be removed and it should not add to the complexity already inherent in the APR

Easier navigation

NA

Some of the questions are vague. The area to enter responses should be larger.

There aren't 2 items listed above but, areas to improve would bein regards to the LAAs and how they relate to allowables within a grant. Often these items do not pertain to the activities of the grants. For example, subscriptions for library services has been told to us is no allowed yet the reporting questions have it included. Determining an amount of money per activity and percentage of time as well is very difficult. How does one account for the dollar amount to an outreach event to a community of over 2000 people? What percent of time should be recorded for that event if it's done 1-2 times a year?

No opinion.

N/A

Two of the items listed above are missing - not sure what I am supposed to comment on.

The reporting system still too rigid, and should allow for more flexibility to the grantee such that it fits better their grant. Users/grantees should be allowed to report on individual objectives/tasks with more flexibility.

There were too many glitches and not enough updates on the progress of fixing the issues.

The Annual Performance Report had several glitches. Some of the content was not added until a couple of weeks before the initial deadline.

It should have been easier to install the new grant reporting software . It took too long to install the new reporting software.

A one stop shop. Having the APR outside of the G5 system is cumbersome and creates confusion as to which system data needs to be entered into.

**Q38. How can the Performance report (data accountability) submission in G5 be improved?**

N/A

APR report needs to be better organized. A page on the report has smaller links that lead to other questions that need to be completed.

Need training

Allow values to be left blank (or have explicit instructions about this, that blank values means incomplete report).

Provide a better reporting system. Possibly an uploadable fillable pdf

unable to provide suggestions at this time

I believe that they have revised the APR submission system but has not been able to use it yet.

It is fine.

teaching the project directors as well as university financial officers how to use it.

This latest version of the APR worked really well; it was very problematic at first and it took way too long to correct log in problems and more.

explained already

Don't know yet

NA

The ability to enter the APR electronically was late by nearly 7 months!

Provide more guidance in relation to how we are supposed to report in regards to our activities which are differentiated from goals. As mentioned in the previous question when we're asked about the activities and percentages of time this is extremely difficult to account for. One goal can have many activities within it. For example, if we're implementing supplemental instruction and we have to hire, market, place in classes, provide training for the SIs we also have to create those relationships with faculty and all this takes place before they are even put into the class. Then once they are in the class we can measure impact and compare against other like classes but, how do you account for those

activities? then add a percentage of time related to the 'LAA' and dollar amount without accounting for personnel/project management or evaluation.

Not sure.

N/A

See previous note.

It would be nice to have a technical assistance phone line to assist with simple questions.

Make sure all sections are functional prior to launching. Have the system available in a reasonable proximity to the end of the reporting year. Provide successful online training - one Skype training did not function and was a waste of time.

It is currently outside of the G5 system (www.g5.gov) compared to the APR at (https://hepis.ed.gov/isapr/)

I bet you are working on the glitches now. Our campus has two APRs going in. Both of us...at different times...had the software fail. We both did the same thing. We were convinced it was our fault and spent hours trying to figure it out. It has been fixed.

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

N/A

N/A

The online materials are very much focused on pre-award / how to apply, aside from a few links for IPR and APR. Nothing about the webinars, news items related to our programs, conferences or other professional development opportunities, etc. I recognize that not all content is appropriate for that website, but email could be utilized for some of the above. Aside from the webinars that [redacted] organized, there has been very little shared regarding supporting our programs, learning about what others are doing, or other professional development. I don't want tasks for the sake of having tasks, but I'm sure there is more information out there about legislation and the impact on our programs, opportunities to learn, etc. that could be shared with grantees, even at a semi-annual or quarterly basis.

Better webinars and information to support further funding opportunities

I am grateful for the few tweaks our Program Officer has made to ways of communicating with us over the past 12 months or so. I'm glad that video checkins are no longer expected. It'd be good to have more feedback on whether our monthly reports are useful.

Make the reporting of our progress easier and more functional.

Improve email contact to project directors. Sometimes project director emails are not inputed regularly after a change in the project director.

My only difficulty has been the APR system. The provided APR User Manual has inaccurate information.

The service is fine.

I am pretty satisfied with the assistance i get from this office.

I'm pleased with the responsiveness and support from my Program Officer

I think that the the department is under funded and that most of the satisfaction issues come from the fact that everyone working there is over worked. That said, it would be helpful for the department to conduct (third-party) focus group interviews with its directors in order to improve services. I could give you a laundry list of things I think would be good to focus on but that list would be translated with limited resources and already thin staff so I'm afraid that it would add to the problem. In my opinion, it would be best to prioritize the areas that need improvement and identify the resources you have and then ask for feedback in order to deploy those resources in a keen way.

Program officers have been excellent. Technology has been a problem

Ability to respond to queries immediately. Friendlier and more accommodating program officers

Improved communication would be very helpful. There is significant inconsistency with how and how often the PO responds to questions. There have been questions that have not been answered. It has taken weeks to get response about some questions. There has also been inconsistencies with the dates attributed to the APR submissions. Dates mentioned via email differ from those that have been included in the HEPIS system where APRs are submitted. This has led to miscommunication and false expectations about the submission of the APR.

NA

Our Program Officer is very responsive, so we have no suggestions for improvement.

Please continue to offer best practices webinars, but consider varying the time of the offerings so as not to present the same/similar schedule conflict.

Have program officers respond in a timely manner and be more consistent with their answers. More appearances, trainings in conferences and or trainings would be great. The webinars have been a great addition.

n/a

Office of Postsecondary Education can coordinate annual conference calls between program officer and program directors.

N/A

Improve time required to answer requests for approval by Program Officers.

It should be easier to access the best practices for HSIs. Right now, private, for-profit groups offer seminars and courses for improving HSI teaching and outcomes. Why is this service not available freely? Why is it not available through Dept of Ed?

The Staff of the Office of Postsecondary Education is extremely helpful in managing the grant. One key aspect that could be improved is receiving award notifications much ahead of time.

The annual reporting template includes several prompts (some of which are required) that were never part of the project purpose outlined by the request for proposal, and my campus's funded grant. The reporting requirements in the annual report also do not align with the metric that were specified by the RFP (and that my campus is racking). There should be much stronger fidelity between what the RFP asked us to do, what we are measuring, and what we report annually.

So far I have had great experiences with the service I have received.

Please simplify the APR and align it with the HSI-STEM proposal document.

One of our institution's requests went unanswered for several months. The college president had to reach out above the program officer. Since that time, response time has greatly improved. An short email from the program officer acknowledging receipt of a request would be beneficial, along with an estimated timeline for when we could expect a response.

I appreciate that the people are so capable and kind. The technology will iron out if there are people behind it working collaboratively.

## CUSTOM QUESTIONS

**Q9. What type of support from the program office would help you implement your grant?**

N/A

N/A

Keep up with regular contact, announcements, updates on issues, opportunities for professional development.

[redacted] does a terrific job

Some sort of automation for budget tweak requests. Not sure what that would look like, though.

My Program Officer is great -- [redacted].

Our grant monitor already provides sufficient support. She is responsive to questions and provides additional best practices information. Annual Director's Meeting was very very helpful.

It is hindsight at this point, but better assistance with the APR process

To provide timely feedback to APRs.

The program office provides good support.

Grant's project activities related to fund request for laboratories renovation, equipment, student engagement, and mentoring group

She answers my questions about access, about new data I'm getting that impacts our Objectives or benchmark data, and her language is always considerate, supportive and feel familial despite the circumstances. I value a sense of 'we're in this together' and hopefully Project Directors can establish this with our PO's in DC

It would be great for grant recipients to receive an orientation to the regulations and grant requirements as early to the award as possible. The other thing that would help is to have regional meetings with our presidents and vice-presidents to help them understand that the grants will need to be institutionalized. Turn over in these positions sometimes makes it difficult for directors to institutionalize services and interventions. Community colleges need additional resources to support project assessment and reporting. It would be nice to also help support small colleges in this area. Finally, there are many expenses that would help us build a sense of community with our students and staff, such as providing food at our meetings and events. This is currently only allowable in very narrow cases. So, it would be helpful to have directors give input about making these kinds of expenses allowable.

Clarification of policies and approval of allowed changes.

Help Line 24-7

More prompt communication. More consistency about due dates. Better guidance for newer grantees about developing APRs.

It would be helpful if there were more program officers so that they would have more time to travel to each individual site.

Please continue to arrange for the webinars, as well as the annual meetings for Project Directors.

None - the current system has met my needs and expectations

I have worked with five different Program Officers during the past eight years. Overall they have all been very good with a couple of them who have been outstanding with respect to their knowledge and ability to resolve the periodic challenges that arise in administering one of these grants.

More availability to speak to them regarding the issues and listening to how the problem relates tot what is written verses what we are truly able to do.

Continue to provide opportunities for project best practices.

Respond to e-mails in regards to a change in key personnel. This would be helpful so that I can access the information in regards to this grant from our program officer and the G5 database.

Better clarity on regulations.

Bi-monthly or quarterly feedback on our monthly reports.

N/A

Fewer reports. Monthly is TOO OFTEN. It would be useful to know where HSI grant programs are headed, from the perspective of the Dept of Ed. The canceled talk (AHSIE April 2018) information would still be good to hear in a webinar.
The supporting staff of our grant is extremely helpful in answering your questions and inquiries. One are of additional support is flexibility in use of the funds, in terms of modifying as we go to adjust to the dynamics of the program.

Not much -- we're good. We appreciate flexibility in roll-forward policies. Also, some capacity to use supplies budget line for basic office supplies would be helpful.

Just the ability to answer questions and provide guidance.

Acknowledgement that the program officer has seen an email request and an estimated time line for action or full response.

More flexibility on reallocating budget.

I appreciate that they make an effort to connect directors and share learning. I wish there was more of that. There is so much we can learn from each other.

**Q10. Please provide at least one specific suggestion for how we can improve this program.**

N/A

Make the APR more user friendly for better navigation of the APR report and completion.

Sharing the known format for the revised APR would have been helpful prior to this summer.

More frequent communication and guidance

It was very weird to have to wait so long for the APR format. It continues to be odd that the scheduled deadline has changed.

Keep up the good work.

The program staff is fantastic and knowledgable, but they have too much on their plate. Their offices need more help and staffing.

continue with the webinars and annual meetings.

The new Project Director meeting last November was helpful. I think more offerings such as this so we get to meet our Program Officers and discuss issues.

Timely exchanges with program officer.

I have two suggestions: my having us upload regular Monthly reports via the system, and by creating a bulletin board for HSI-STEM projects to interact, share resources, tools.

Allowing us to peer review each other's grants, monthly reports, and APRs would go a long way to calibrating our work and improving our projects. We should also be given examples of what a good APR and monthly report look like so we know if we need to improve our processes and services.

Fix the technical problems

None

More prompt communication. More consistency about due dates. Better guidance for newer grantees about developing APRs.

I would recommend adding more program officers so that they could increase their capacity to support and visit with grantees.

frequent webinars to give us ideas and models of success.

There were issues with the APR submittal website that were resolved through the hard work of the staff at the help desk. It would be nice to receive a periodic update on issues identified/resolution status as the website is strengthened.
We have started to move in the direction of sharing best practices through online webinars which is excellent. It would be good to establish a permanent presence on the web (a portal) where grantees can interact asynchronously over time to learn from each other. Plus by archiving the conversations you will have an excellent resource to help future grantees...
One specific suggestion to improving this program is mainly to the APR reporting. The tools of measurement are not very reflective to the actual day in and day out of what happens with these grants therefore not very relative to what is truly happening and all the work that goes into implementing and maintain these projects.

Provide more workshops, conferences, webinars, etc....

N/A

Provide better clarity on regulations.

More communication between program officers and grant directors.

N/A

Keep funding these grants!

I recommend annual or biannual site visits.

As stated earlier, there should be much stronger fidelity between what we were asked to measure in the RFP, what we are measuring, and what we report in the annual report.

Simplify the APR and align it with the program proposal.

See previous comment.

Program officers are overloaded with the number of grants they oversee.

**Q11. Please provide at least one example how this grant is making a positive contribution towards achieving the mission of the institution.**

The grant is improving student success in STEM fields.

This grant is allowing our STEM Hispanic students obtain their two-year degrees and transfer to a four-year university.

Supporting student success and persistence through workshops at community colleges and through our program. Engaging students in hands-on research early in their college careers. Discussing careers in STEM and options within STEM majors, clarifying post-grad plans. Preparing students for internships, connecting them with paid internship opportunities. Developing student leaders.

Outreach to the High Schools and improving STEM career opportunities in Puerto Rico

We are making great strides in improving STEM education because of this project's funding. Our collaborators are learning about how to engage students in STEM classrooms, and ultimately the students will benefit. The significant resources are being put to really good use.
Students in our program are receiving frequent and timely advice from academic advisors that ensures they are on the right pathway to achieve their goals of transfer and graduation in the most efficient manner.

Increased performance of low income and hispanic students in STEM subjects through the use of peer mentoring.

objectives align to the strategic plan, therefore, as we move toward meeting our objectives, our strategic plan is also being addressed.

Our Academic Success Coaches have helped many of our Developmental Math students be more successful in all their classes. I see this initiative as a great asset to our campus

It is providing our institution with critical funds to improve existing teaching facilities and academic programs.

We have been able to partner with others on campus to define and facilitate our guided pathways initiative.

As a result of this grant many of our student participated and compete in STEM related activities and received top position of those activities.

it is making our institution aware of the strengths and needs of our students.

This grant is already making a big impact of GPAs, retention in STEM, connections to Silicon Valley industries and more

We have increased the number of students that major in STEM and that graduate in STEM. The activities and interventions we have developed are informing our guided pathways work and will therefore become woven into the fabric of the institution past the grant term.

Helping lots of Hispanic and low-income students, helping the college to serve these students better with lab equipment and renovation.

Ability to provide programs that cannot be funded by the institution.

The grant has gotten the campus to begin discussion about culturally responsive pedagogy on a HSI campus.

This grant is providing the most intensive reexamination and growth of our STEM support services on our campus in at least 2 decades.

We have launched our first engineering degrees, and now our Hispanic and low-income students have an opportunity to obtain degrees in Software Engineering and Electrical Engineering. Many of our students are good students, but they are unlikely to meet the the competitive standards at the UCs. We can provide them with opportunities for them to obtain rewarding careers in Engineering.
We have been able to create student support services, update facilities, and improve/strengthen our STEM curriculum in ways that would not be possible without the support of this grant program. These improvements go directly to benefit our students and give them opportunities to succeed in STEM that they would not otherwise have.
This grant has made a significant difference in the persistence, retention, and graduation rates of URM's in our college with significant gains in graduation rates and a substantial reduction in the achievement gaps. Sorry - I am not responding with the specifics on the data to preserve the anonymity of the survey responses

It has helped us build capacity for quality education when state funds cannot catch up with increased enrollment.

The financial ability to integrate best practices and build opportunities for faculty and students is incredible. For an institution to have a grant is a huge blessing for all. We are being able to address and provide services to many of our most underserved populations and for that this grant has had an incredible impact. It's the measuring that becomes difficult in relation to the way the report is set up.

the Winter meeting in DC was great, we learned a lot.

This grant has made it possible for our institution to offer new STEM programs to students.

Increasing the number of students completing or transferring.

Our STEM Grant is providing DI students with the opportunity to aspire to pursue an education/career in STEM.

Institutionalization of STEM initiatives into the student services division.

This grant puts students first as well as any grant decision to improve their success.

Please see our recent APR.

The grant is having tremendous impact in our institution; one key example is enabling a summer bridge program to all incoming freshman with need for math reinforcement. This is leading to much higher retention from historical benchmarks.

Many examples. Our first year student learning communities have demonstrably increased retention rates for all students, and closed gaps between Hispanic students and their non-Hispanic counterparts.

Providing support to faculty to implement active learning environments has really facilitated and encouraged students to learn and develop critical thinking skills. We have heard a lot of positive feedback from our students expressing their initial hesitation but enjoying the process once they were exposed to active learning through inquiry/problem based concepts.

Increasing enrollment and retention of Hispanic and low-income students.

This grant is increasing our ability to make evidence-based decisions that are in the best interest of students.

Great improvement on attracting and retaining Hispanic and low income students to STEM programs. Availability of peer-mentors supported by our grant has improved the quality of STEM Education in our institution. Our STEM majors are much more satisfied with the quality of education they are receiving.

Integrating students into high-impact practices early in the education

The grant is helping our institution expand our STEM degree's and support our first generation STEM students in their first year in college.

Illumineers is a program that supports underrepresented learners to have early success in STEM content areas.

The undergraduate engagement through research experiences is improving engagement and persistence of students to graduation. This benefits the institution, the state and the country as a whole.

**Q12. Please provide at least one example of how the grant increases student persistence toward degree attainment.**

By improving academic achievement, persistence has increased.

The grant is able to give our STEM students the added resources so that they can persist at our college and obtain their two-year degree and then transfer to a four-year university.

Additional points of contact for newly transferred students, providing direct support and referral to campus and community resources.

Student Support component as the center for change

The project is designed to improve student performance in the earliest courses they take in STEM. We think this is key in terms of getting students to the degree, since we know that these are the courses that keep many of them from moving forward.
We provide students with workshops on study skills, communication and careers in STEM. We believe these interventions serve to keep students on their academic pathway by providing them with the skills and motivation to persist.

Peer mentor program and career coaching have helped students increase their sense of belonging.

Funding for expanding student tutor services in STEM and in facilities. Both areas were good and now we are moving services to new and innovative methods that engage students better.

An engineering student attended our Initial Summer Bridge, Summer 2017. He was able to test into Calculus I after the Summer Bridge, skipping College Algebra. Although this was an exceptional student, it demonstrated to the campus what these interventions can accomplish.

Most students improved their grades with tutoring services. While we have not analyzed data, we expect retention rates have increased.

Too early to tell.

The hands-on STEM related activities of this grant helped students to stay in the program and continue their education in completing their degrees.

it is still to early to tell for us.

Because of the supplemental instruction learning services and funds to support STEM embedded tutors, we are finding that GPAS are going up, and more students are successfully completing difficult core classes on their first attempt.
We have developed a STEM Center for our campus which connects students to STEM exploration activities, campus resources, and a community of students and faculty to support their academic goals. This has made such a difference on our campus and we have seen significant gains in persistence.

Peer and faculty mentoring, various supporting activities

Peer Mentoring and Tutoring

Increased student persistence toward degree attainment has not yet been assessed, since the grant activities are still being applied to the campus.

This grant connects students with hands-on experiences by STEM experts who are receiving more training than at any time in the recent history of our college. These students are developing their identities as STEM-persisters.

TBD

The support provided by academic coaching service that has been developed and implemented as part of this grant program has helped 50 Hispanic/First Generation/Low-Income students persist through first-year challenges that frequently derail their college plans. In a specific example, the peer coaches hired as part of the grant were able to help our students from Houston and East Texas cope with the disruption of Hurricane Harvey just a few weeks after they started class in the fall of 2017.

Participation in undergraduate research, working in cohorts, and peer mentoring and tutoring are some of the services that have had a direct positive impact.

The program helped provide extra services otherwise not available to freshmen. The services helped keep students on track.

The HSI STEM Grant allows dedicated staff to address subsets of populations and leverage the goals of accountability in order to address these populations. By addressing the inequities the grant staff can gain buy in from faculty and administration to implement additional needed services and/or expand what's been successful.

Offering a robust tutoring program with different methods to connect with students.

Hiring coordinators has enabled students to receive timely information in regards to STEM careers, STEM pathways, and transfer options.

Better academic support

This grant provides students with social, academic and emotional support, helping to increase student persistence toward degree attainment.

STEM focused counseling

Grant provides the tools and academic support students need to persist.

All this information is in the APR. Please read.

See previous note. Better pre-freshman preparation in STEM will lead to likely high retention in early years (freshman-sophomore). Other areas of need the program is addressing that directly relate to retention is career engagement via experiential learning.

Overall, retention has raised from 66% to 80% for first year Hispanic students in STEM.

Students who are supported with a holistic advising model tend to persist and works towards degree attainment.

Our Supplemental Instruction program increases the grades of participants significantly.

The grant is piloting a program to provided targeted math tutoring and STEM coaching to at-risk math students.

In class and outside class peer-mentoring and hands on STEM activities has helped our students to stay in the field.

students that are involved in at least 1 high-impact practice are more likely to persist

We have piloted a new STEM Coaching Service that supports students in their first year. Our peer STEM coaches help students navigate the college and hold them accountable of the goals they have set for themselves.

Here's My Path provides a case study of successful STEM transfer students. These examples guide the path for others and help them to persist.

By improving/increasing engagement with their fields of study and establishing connections between classroom learning and the actual practice of science/engineering.

# Strengthening Institutions Program (SIP)

## CORE QUESTIONS

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

We only have had one experience in this regard. There was a conference call held via Skype in April for guidance on how to complete the annual report. The call had multiple technical difficulties and didn't start until 20 minutes after the scheduled time. Throughout the call there were distractions. As a result of the late start, the material was rushed through. Participants were emailed the presentation and asked to follow it on our personal computers while listening to the presenter. Hard to follow what slide he was on.
More webinars that explain how to complete annual reports. Webinars that use technology that actually work effectively that has been tested by presenters. Prompt response to emails, we need decisions and answers to questions in writing for our records. Webinar suggestions: how to set up grant budgets, completion of paperwork and forms, how best to communicate with program officers.

Do not use Skype to try to deliver a webinar to over 200 people.

Currently, we are also struggling with technology. It appears govt agencies just need time to catch up to the demand. Once we get someone on the phone everything is ok. Staff and administrators have been amazing.
The main way I interact with the OPE is in submitting my reports. The system for submitting the annual report was changed this year, and it was very buggy - I had great difficulty getting my report submitted. Some of the questions were irrelevant to my grant because the design of the survey. My program officer was always very responsive, but she was not always able to help me.
I was very appreciative of the webinar that was scheduled in early May for an 'APR Walk-Through' however, the Skype connection never materialized and while many, many attendees sat waiting and complaining to each other that they couldn't hear, 15 minutes rolled by. I left the webinar. Not sure if it ever got fixed, but I am sure that it was never rescheduled, nor was there a recording made available for us to catch up after it was over. We have been using 'Zoom' for our conference calls and remote meetings and love it. I highly recommend that service if you ever plan to revisit hosting a webinar.
Use better programs like Zoom that all people can access. We cannot use Skype for Business and other products at our institution, so we don't get the full webinar or technological delivery as others. Something open sourced and free can be used by any institution.

By ensuring that all areas have been updated to include the most recent information, thus avoiding conflicting information on the same topic.

The information was not updated properly. When the new site was brought online, data was loaded from more than a year ago. I was not recognized as a Project Director and therefore was not made aware of the webinar, nor was I sent login information until I contacted my grant officer to let her know I had not been contacted for any phase of the transition.
Ensure that the communications sent to grantees are received by them. Secondly, post the webinar materials in a location that is easily accessible to all grantees that does not require dissemination by the Program Officer. Make the APR site a central location for communications. APR submission forms should be able to be reviewed in full prior to submitting information. Additionally, the forms should be able to be edited - meaning once a page is 'saved and continued' it should be possible to return to edit prior to submitting the entire report. Communicate more clearly about access to List Serves of other grantees where information might be shared.
Possibly not having all of the programs combined into one webinar thus reducing the number of participants. The review of the APR a few weeks ago was 'terrible.' Some participants couldn't hear while others couldn't see the PowerPoint.

Offer a project management tool to program directors, something like Monday.com

Webinars only have the accommodate X number of attendees.

Annual performance report module needs better navigation and logical steps.

not sure

The webinars are not accessible in a timely fashion. Having better information available on line wold be helpful

A new system was created this year to submit the annual report and there were lots of issues unfortunately. The webinar to walk through the process was a bit of a disaster. I do understand all the problems with launching something new and this extensive but it made the process more difficult. We do appreciate the extra time allowed to submit the annual report.

Offer webinars

A webinar 'APR Walk-Through' for the current annual performance report was conducted on April 30, 2018. While the content of the webinar was useful, its online delivery was challenged more than once with individuals being unable to access it or being dropped. It appears that connects were not tested in advance.

Our program officer was very responsive to emails. He did a good job in providing guidance. The APR site is very hard to use, problems in saving materials, navigating it, some directions on how to complete the APR could be more clear.

Webinar conducted for Annual Report should be based upon programs rather than jointly for reporting purpose. The system was not able to handle all participants, nor the Power Point was availability. It had to be sent afterwards separately.

Besides emails from my program officer and the portal for submitting annual reports, I haven't had any technology related interaction with the OPE.

The only interaction I have had with the Office of Postsecondary Education was the revised SIP APR updates. The invite did not go out to all of the project managers, the powerpoint did not load and the conference call had very poor audio on SKYPE. I had to contact my consultant and PI to get the information sent to me at a different time and backtrack my understanding of the new requirements. I think the technology should have been tested in advance to ensure a successful delivery.

We've only had one webinar in the past year and it was a technical disaster. Overall webinars seem like an efficient way to convey information.

Use technology that works. Video-conferences were ineffective because of faulty technology.

It isn't how they could use it better, it is that I am on no list or get no notifications of conference calls, video conferences, web conferences, or listservs. There was supposed to be a webinar regarding the annual performance report, but I never received notification and my Program Specialist never received the link to forward to me.

There might be better planning for conference calls for more than 300 people. I am not sure if Skype is the way to do it. It was just unorganized and so many people speaking at one time.

The APR submission was a mess. Our Program Officer did all she could but the system was unable to accept the APR for over a month. I feel that there needs to be work on the system.

Perhaps the planned webinar could not accommodate the number of participants. Nothing worked correctly, and it was extremely frustrating. Increase capability to deliver to several hundred participants or limit access and add sessions

There was an instance of the SIP program using a webinar to deliver information on the APR which had serious technical difficulties; also the APR template seems to have had a number of glitches. Overall I think the Department was diligent in addressing these issues and I have confidence in the systems being used. The program officer is very responsive to any concerns..

I have not received information regarding any opportunities to participate in conference calls, video-conferencing, or web conferencing; nor have I received any communications from a listserv.

The materials could not be accessed through G5. The G5 helpdesk tried to assist but communications to the program officers did not get a response until nearly 2 weeks had gone by - this was a challenge.

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

APR Portal

Have not completed yet

Institutional Service Site

Jenzabar

Hepis.ed.gov

Email

I\'m not responsible for report submission

Institutional Services

It was G5 the last 3 years now we go to hepis.ed.gov. Doesn\'t really say G5 anymore.

APR system

APR System

HEPIS

hepis.ed.gov

USDOE

IPEDS

hepis.ed.gov

hepis

G5 on payments (drawdown) and hepis.ed.gov/isapr on the annual performance report

hepis.ed

Institutional Service HEPIS

DOE reporting system

HEPIS Performance Report Site

IS Home and previous version

officie of postsecondary education institutional service site

site appears to be directly DOE site

https://hepis.ed.gov/isapr

IPR at https://opeweb.ed.gov and APR at https://hepis.ed.gov

Title III Report Website

OPE institutional service

IPEDS, hard copy

inhouse system

https://hepis.ed.gov/isapr

HEPIS

hepis the tactile group

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

Each time I emailed the helpdesk I received a response within a few hours. The tech understood my problem or asked for clarification, and then provided the information necessary or took the action necessary to resolve my issue. I consider this good/expected service and have no complaints. Thank you for responding and for providing answers.

I did not receive my login information for the APR. I contacted the help desk and was taken care of quickly.

I have not had any contact with the Help desk

I have not interacted with the Help Desk during the past 12 months.

never needed to use help desk

Fast and efficient.

Finding out how to get the corrected email address changed for my G5 account. The person stayed on the line until it was determined that it could not be corrected without my program officer involvement.

Customer Service is wonderful and very effective.

I was having difficulty updating my password on the G5 and the help desk agent walked me through the process, including recommending a different browser.

I submitted a change to my new program officer -- she talked me through the process and resolved issue in 2 days

helped me log back in after I was blocked

I was able to register and open a new G5 account, and the analyst took the time to walk through the available options for the level of access that was granted.

I have never worked with a G5 Helpdesk Ed analyst

Fortunately, I did not have a need to request support from the G5 Helpdesk Ed

N/A

Very Good.

I only utilized the change password assistance.

When having difficulty in 'getting into' the system, I called the helpdesk and the staff member stayed on the line with me until I was able to enter the system.

There was confusion regarding an erroneous email I received regarding completion of a annual report, when I needed to complete the interim report. All parties were quick to respond to my questions and were able to quickly correct the mistake.

My question was answered, I inputted the update, and it was handled quickly.

To reset password which seems like every 90 days.

Not applicable.

I never received a response to my Help Desk request.

NA

G5 customer service was fast and courteous.

[redacted], our program officer has been terrific throughout the period of our Title Three grant.

Have not had to directly reach out to a customer service analyst.

Friendly/personal program officer.

They were helpful

She provided competent direction.

N/A

It was easy and automated to unlock my account.

I had a request about being locked out of my account and the turn around time was excellent. Within a few hours, I was able to log into my account.

I am working to get a pin number for my performance report and have been unsuccessful to date. My program officer is quite responsive, to I do not know why I am having an issue.

Responded to emails, provided the needed info.

Prompt, friendly, efficient!

NA

Immediately responded with answers needed to successfully complete the task.

Haven't had the need to call the help desk to accomplish any tasks.

I could not get into the APR for my grant. I contacted the help desk repeatedly and they did everything they thought possible and it still wouldn't work. They were very kind and patient. Finally they suggested to check on my end as our college might be blocking the site. That's exactly what it was, and I was finally able to access the report after several weeks of work. They were great! Patience was appreciated!

Nothing comes to mind.

They unlocked my account. There wasn't any real communication. A successful experience.

NA

G5 Helpdesk analyst helped me set up my G5 account.

did not work with the help desk

I did not get a name but all representatives have been professional and helpful.

G5 Helpdesk person was very understanding of my request to update my name. I was pleased with the service I received.

Quick response to help unlock account.

Did not use.

I was locked out of my account, and they assisted me in getting back into the system. It had to do with me forgetting my password.

Was very thorough and responsive

We did not need technical assistance this year. In the past, service has been excellent.

Only by email. It seems password reset is only available during working hours so when I tried at night I received the help first thing the next morning.

N/A Did not deal with help desk in last 12 months.

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

None

No recommendation at this time. I was pleased with my experience and the speedy response.

n/a

I have not interacted with the Help Desk during the past 12 months.

none

None.

Has not been a problem. All issues have been addressed quickly

The initial confusion over reporting and the different system.

No recommendations.

They are great. Responses have been timely and accurate.

G5 helpdesk is great.

didn't use

No

None at this time

update information about changes and/or trainings; too many clicks to get to what is needed

None applicable

N/A

No Recommendations

I have no areas to recommend for improvement.

I would like to see some online video trainings on how to use the system. I have struggled to fid things and a training video or series of videos for first time grant awardees on the G5 system would have been helpful.

N/A

N/A

Not applicable.

Response would be appreciated.

NA

None

Well, the new online reporting process was a little rough, but that is typical when major changes are implemented. Things seem to have worked over time.

I have not had an occasion to use the G5 Helpdesk

Maybe faster response time

None

N/A

none

Over the past few months, responses from the HELPDESK have been delayed and there has been quite a lag time between submission and response.

I think once I am issued a PIN number - all should be fine.

q

The last time I was unable to get help from the helpdesk for a week, had to contact my program officer, that was in June.

Nothing we can think of

NA

No suggestions at this time.

NA --- don't have any experience with the help desk.

none

N/A

None.

NA

None

n/a

I have no recommendations at this time.

N/A

temporary passwords are unnecessarily complex and easily misinterpreted, creating the same password problems you were trying to solve.

Did not use.

Interaction was very satisfactory.

None

N/A

Auto reply if can't reset password during off hours.

N/A

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

The Announcements are years old and nothing 'current' is visible, leaving a viewer to believe that the site has not been updated. There is no place for Project Directors to see what mailings or informational emails/newsletters/updates exist and should subscribe to, so I still have no way of knowing if I am receiving the information and updates I need. Without a responsive Project Office, I look to a website or official mailing for information. A monthly email with updates would be tremendously helpful.

It was so difficult there aren't enough words to describe the frustration.

Provide word processing type capabilities within the boxes

Have not used the system for reporting yet. A new grant awardee; have not had to submit a report yet.

When working on the APR, the printed pages did not match the actual grant submission pages for a period of time after the APR submission period opened. Having the pages that can be printed match the actual grant submission pages would have been helpful.

none

Unsure

Improve visual appearance.

My first grant submission is due at the end of the month and I am unable to answer many of the questions. I do know the How To videos need updating.

Provide a preview of the items on the survey at the start of the grant (vs. 1.5 years after the grant has been running) to enable the grantee to accumulate data over the course of the grant, rather than scrambling to provide it at the end. De-bug the annual report

still getting used to system

The G5 system does not allow us to add a grant manager that can view and access information about this grant award. The only people with access to this section are the grant director and fiduciary agent. While these are helpful, a grant manager is the one who performs the tasks and submits reports, and it would be extremely helpful to be able to add such a position. The website section labels could be improved to provide a better description of the sections.
reorganization of the page is needed with appropriate technical writings aspects like distinctive headers that use appropriate colors to stand out; too much information on the page, everything just runs together.

None applicable.

The only issue I have is with the timeliness of the roll out. Still, ample time was allowed for report completion.

Make the navigation interface more intuitive.

Combine all system for a seamless process.

It is a bit cumbersome to get to the drill down pages of the Title III report. It would be nice to know that more information will be needed as you work through the webpages.

The instructions could be clearer especially when the dual verification system is used. The information on the page could be laid out in a more user-friendly fashion.

Sending occasional emails with update information.

Currently, we are not able to upload charts and graphs into the system. This would be helpful to answer/support the ARP questions.

The system itself seems to be outdated and not as easy to navigate as other systems used in education.

It would be helpful if the questions related to our grant as opposed to all grants. So many of the questions absolutely do not pertain to us.

Questions under the Grant Activities/Focus areas are difficult to navigate and confusing because there are several groups of individualized questions appearing in different links.

Nothing to add.

Due to timing, I have not yet had the opportunity to file an interim performance report so I can't give any useful response.

The annual performance reporting tool was revised, and the revised version was not made available until 3 months past the original deadline for submitting. Once the revised report was made available, it was full of grammatical and spelling errors and the occasional sentence that made no sense.

More intuitive naviagtion

I believe the system could be more user friendly with menus that gave more details. I am sometimes confused as to where to look to locate the items I need.

Easy set of instructions for getting started - sent electronically to end-users

q

More pre-testing of changes in new forms before releasing to the field.

NA

Password changes are frequent but understandable for security.

Regarding 'ease of submitting a performance report,' for reports filed to date, it often seems that the questions are round holes for the square peg which is our grant project; in other words, the questions in the report seem to be devised for different kinds of grants. The good news is the APRs (at least so far --- I haven't seen the new version yet) have provided options to choose from among a range of questions to respond to. Regarding 'look and feel' of the site, thank goodness the site has not converted to the low-contrast, light blue text against white background that seems so prevalent now --- such design makes reading and navigating difficult. That said, though, the design of the page looks dated, though it is still functional.

The form that is used to fill out the information for the APR is cumbersome. The 'tiny windows' do not allow us to see more than a few lines at a time. It is antiquated in that we have to write the material in a word document and then transfer it to the form. It seems so outdated. Perhaps a Word form would be possible????

I believe the G5 system I used to complete the 6 month report for our Title III Grant was beyond efficient compared to the new report system we used for our annual performance report. That system

was broken, and took a tremendous amount of time to fix. Most times I would log into the new report system, I would have more questions added because another section had been updated.

Update so that you can see all the data you enter and print it. Make it easier to navigate from section to section so that pages are NOT hidden. It was marked complete and then returned to us a week later as incomplete--how does that happen?

The G5 system works well for draw downs, we submitted our APR through the Tactile Group this is the area that needs work, major issues with submission.

Consider adding a ? that can be selected to better explain each section of the report.

Not sure.

Technology availability and usage is very satisfactory.

No recommendations. There is so much relevant content that is and needs to be present that even though it can be overwhelming it's necessary.

I thought the information that I sought was easily accessible.

Include hover and pop up options for definitions.

not sure

Once we have filled out the APR for a couple of years. The system should design a response for our individual circumstances

**Q38. How can the Performance report (data accountability) submission in G5 be improved?**

NA, this information is submitted at our system level rather than local college level.

Have the site functioning at the time we are to submit the report. Also, have all areas functioning without surprises when ready to submit.

No recommendations at this time.

Do not know; have not use yet.

It would be helpful if the report opened earlier. The system opened seven months after the reporting period ended and by that time the info is no longer top-of-mind. Also, the report seemed to be opened before all the fields were available. We completed and submitted -- then were asked to go back in and complete additional sections. The additional sections were not there when we submitted initially.

Please see previous comment.

none

Clearer instructions that there is a separate site to use.

No suggestions.

?? will be able to tell you more at the end of the month.

Provide a preview of the items on the survey at the start of the grant (vs. 1.5 years after the grant has been running) to enable the grantee to accumulate data over the course of the grant, rather than scrambling to provide it at the end. De-bug the annual report

I have only submitted one interim and one annual performance report thus far. Nothing to recommend here - I'll know more after I've completed a couple APRs.

I like the process

No improvements at this time

The upgrade to the system resulted in misspelled words. Otherwise, the performance of the system was acceptable.

N/A

No Comment/NA

Have all aspects of the system operational before asking individuals to begin entering data and then needing to stop and contact the Department with questions about how to enter data only to learn that there was a problem in the system.
There were problems with work not being saved as I was working on the report and requiring me to have to go back and rewrite due to a timeout. This took extra time and frustration. Also I had to resubmit my attachment information several time to ensure it was attached to the report. There was no message telling me the attachment was successfully completed.

Yes, the ability to submit charts and graphs as apart of the APR.

Easier navigation. You cannot see sections until the completion report tells you they are not done. The UI is poor compared to other systems used in higher education.

By the time I went to submit, it appeared that all of the 'bugs' were fixed. I would suggest running multiple tests prior to sending out the software.

I don't feel like all of the questions are relevant to the grant. I would love to see a more customizable process.

The objectives tables are overwhelming- too many columns/rows/boxes asking for different variables.

Nothing to add

Since I've not had an occasion to use it yet, I don't have any suggestions.

Ease of navigation and progression of steps to completion.

First5, edit it.

N/A

more flexibility in reporting and larger character limits for some of the answers.

I believe the appearance could be improved to help with navigation.

N/A

q

Think we're there now.

Have not submitted the performance report via G5.

The new version of the APR was improved.

The spacing between lines where you fill in material could be opened up a bit.

See last response

I am not sure what you are calling the system we just used for our first annual performance report, but that system was terrible. It would have been fine if it was ready to be used, but my system was not. I highly prefer the system/layout of the first 6 month report I completed.
Access to the APR needs to be more timely, not 6+ months after the end of the year. Numerous typos in the APR. Save feature did not work properly. Submit feature did not work properly. Once the APR site is available, changes and additions should not be made.

see previous comment

I feel the APR submission process needs further testing before it is active again.

No recommendations.

More time between receiving feedback from program officer to when a revised report needs to be submitted.

Based on the APR webinar the concerns I had will be addressed. Consistency in the reporting years will be appreciated.
I think the multiple dimensions of information requested for grant project objectives worked relatively well but the answers could be confusing. Perhaps breaking the blocks into different sections, to prevent terms from overlapping with different fields.

Include clear definitions of accountability measures on each page to help with navigation and clarity.

not sure, have not done one yet.

Make sure the blank copy matches the one for submission and indicate where you will get stopped, unable to proceed further, if you don't enter the information.

Eliminate items not relevant to a class of grantees. For example SIP grantees get SIP items.

When I submitted responses on the new portal, my answers were not saved.

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

Enable Project Officers to respond and provide guidance in a timely manner. Waiting 2-6 months for a determination on a specific budget revision request does not allow us to operate and expend funds in a timely manner. That delay and inability to act on revised funding plans hurts our ability to use funds effectively and hurts overall performance of grant objectives.

I am extremely pleased with my experience with the Office of Postsecondary Education. No recommendations at this time.

Minor improvements to the APR submission process would be helpful. There was a webinar on How to Submit Your APR which was a great idea; however, the sound in the webinar did not work. The intent to be helpful was there and appreciated, but the actual help provided was compromised due to major technology issues.

1. Personnel: Our original program officer was knowledgeable about the program and typically quick to respond to our questions and issues. She was replaced with an officer who was clearly overwhelmed, did not know the program well and does not respond to emails in a timely fashion. She also prefers phone calls that do not provide written answers to our questions and issues for record keeping purposes. 2. APR: The portal was released incomplete and changed as we attempted to complete. It forces responses that do not fit our program's objectives and activities. The 'blank forms' did not reflect the actual questions contained within the report. Webinar training was awful and was not helpful at all. Promised simplification became the opposite, questions were more complex. Navigation was difficult and confusing. 3. We think it would be helpful if first year grantees were provided training on internal budget tracking especially of carryover, college commitment, and record keeping (mini version of the NSF Mentor Connect).

none

More interaction with Grant recipients. Sharing of educational materials. Greater interaction and guidance from our Program Administrator.

Not sure.

No suggestions

The ratings I provided are due mostly to the excellent service I have received from the staff and grant administrators. They are wonderful.

Provide a preview of the items on the survey at the start of the grant (vs. 1.5 years after the grant has been running) to enable the grantee to accumulate data over the course of the grant, rather than scrambling to provide it at the end. De-bug the annual report

no suggestions at this time

No improvements at this time

Considering this survey doesn't even have the organizations name appropriately in it as well as all the headache of the online component of the system, I think it is time that the government move into the 21st century and upgrade their programs and capabilities to modern available aspects that are user friendly. It is absurd that one of the most powerful nations in the world has one of the most backward and archaic computer systems.

None applicable. My program officer is a very knowledgeable and efficient individual. He always responds to my inquires and in a timely manner.

Program officer responsiveness and more detailed explanations.

Clearly there are staffing issues. Our program officer has been as helpful and attentive as possible, given the circumstances. However, the department as a whole is not providing those employees with the support they need, in order to better support us. There's also been too much discrepancy with the changes made to annual reporting, which has left us confused at times. More staff is needed to support the grantees.

Continue the direction currently being pursued.

In regards to the Annual Performance Report, a User's Guide would be extremely helpful citing examples for some of the more complex questions.

This survey keeps asking how the can improve its service ... There never is an agency or group listed there. Not even when it says to compare the services of the to the new system, etc. These results are not going to be what you hoped for because of this lack of interface.

Improved responsiveness from our program officer. Emails often fall off the radar screen until a reminder is sent. Additionally, the new APR site is not easy to use.

Training on grant and what is allowable, getting answers to questions without having to write two or three times

We very much appreciate the funding we received because it truly enables us to serve the community and its young members better. However, the OPE could improve the timeliness of responses from the grant officers, along with the informational support they provide. Thank you again for all you do for education!

N/A

Very satisfied with interaction with individuals; much less satisfied with online reporting. Navigation of online reporting was confusing and took some time to decipher. Questions were repetitive and sometimes difficult to match to grant goals.

When purchasing new products have them thoroughly operational before asking individuals to use them to perform required processes such as submitting the APR.

More regular communication (electronic or telephone) to ensure new grantees have important information.

N/A

No improvement needed.

I'm not sure how to respond to the question. What I can respond to is that our contact, [redacted], always responds quickly to a question. She also has helped me trouble-shoot more than one issue. She is a pleasure to work with.

1) My newest program officer (assigned in Jan 2018.) has been outstanding- very professional, knowledgeable and helpful! The program officer I had prior to this, for only a few months, was also very responsive and helpful. The two program officers I had before that were not very responsive or helpful. My grant is in it's fifth and final year, and has had 4 programs officers assigned to it in four years time. Having the same program officer for more than a year or a few months would improve service and reduce the stress placed on new program officers to get up to speed on complex grant initiatives and budgets. 2) The massive changes in the APR and the G5 reporting site that occurred 2017-2018 have interfered with my ability to get the APR completed prior to the year five spending timeline. Currently, I am trying to both complete the report with all of the website changes and extra data/info required while also trying to manage a large amount of year five spending. Having the site open correctly in November so the report can be submitted at the end of January would have made my job much less stressful.

It is always a pleasure to work with someone from the Department of Ed. Our FPO is very friendly, engaging and very helpful.

1. Have reporting forms available on time. 2. Edit reporting forms so they are not full of errors. 3. Provide clear explanations (a glossary) of how to translate the technical and obscure terms reporting forms use into what a grant is actually attempting to do.

They are doing a great job--thank you!

Our program administrator is very responsive. I was just very surprised by how long it has taken for the program to provide the avenue for reporting our data. I am also surprised by the format and questions that are being asked. They are sometimes hard to fit our data into and don't lend themselves to articulating how the grant has impacted our institution.

Response time and clearer directions.

N/A

Overall I am satisfied.

Communicate the products and services offered.

q

Our SIP grant is currently in its fourth years, and during that time we have three different program officers assigned. In a 'get acquainted' telephone call for the 3rd one this spring, the program officer [1] did not know our grant was funded through the fund-down mechanism, so all program activity dates with off by one year, and [2] had not read the previous interim and annual performance reports. The annual performance report systems opened up about 5 months later this year than previously, and when opened portions of the website did not capture or report information correctly. I contacted Title III personnel and eventually this seems to be corrected. I do wonder what surprise is next.

To improve the electronic sites and instructions.

Align the budget cycle for grants with a normal fiscal year in academia (July 1 through June 30)

Conduct a Semi-Annual Reporting webinar and sent out an email with the deadline to file.

Everything is good! [redacted] is amazing and very helpful!

Improve communication regarding programs

No suggestions at this time. We are pleased with our Program Officer.

More feedback to help with course corrections, best practices, etc. We are getting outstanding results with our grant project and are exceeding the expectations as outlined in the application narrative, so I hope we are proceeding as we should. I do realize, though, what must be an enormous work load at OPE.

improve the APR forms. Some of the information doesn't even apply to our grant. Perhaps a form for each grant would be easier for the people who have to submit the data.

I do not have any issues with contacting my PI and receiving clarification or having my questions answered. The new SIP site is fine, but I would like to see it filter through the different programs a bit smoother. I find the site to be a bit dated and could have more 'just in time' site tools and techniques. The FAQ's could be updated, Resources could provide more examples for general SIP, and Past

Program Performance is dated 2004-2005? Professional references should be within five years of dated material.

APR really does not fit SIP.

Clarity of how, when and to whom proposed changes are to be made is very unclear.

The response time is very long and we seem to get different answers, depending on the program officer (we have had three program officers).

There were a lot of problems with the APR system. Even though we were encouraged to submit our reports early, they couldn't be completed until close to the deadline because of systems issues. In the end, only 1 of 4 Focus Area Outcomes populated to the PDF version of the report that we can save for our records. Most recently, I tried to reset my password on G5. Someone called me from the Help Desk to verify my response to a security question and said he'd follow up with an email allowing me to reset the password. The email did not arrive; I followed up but have not yet received it.
I wish there was readily available, easy accessible list of items that are mandatory for the grant. I have read the Cost Principles - 2 CFR Part 200 Subpart E, but that doesn't fill me in on the basics; like labeling equipment. I had to ask my program officer. I am a first time Grant Coordinator, and a list of the 'most frequently asked questions' the program officers receive would be a good start, and easy reference.

No comments at this time.

The rollout of this year's APR site was severely delayed. When it was finally made available, there were extensive problems: loss of information, save/submit and view report functions were not working properly. Changes should not be made to the report, once it becomes available to grantees.

Staff is helpful, problems are with the reporting systems, those need to be updated.

Work on APR submission

Quarterly emails of updates,information, or alerts would be appreciated.

None.

Overall, I have been satisfied with the service from the Office of Postsecondary Education; however, I would like more consistency in the responses to questions/concerns. At times, responses have been quite prompt, and at other times I have had responses as late as several weeks, even after repeated inquiries.

The Office has been very supportive and helpful. No recommendations for improvement.

Facilitating more open and responsive communication with program office staff.

Report documents need to be readily available and opened in timely fashion.

Have more instructions and examples on filling out APR.

To my knowledge, we are satisfied with the services. The website was down for a short while with respect to submitting our report. However, it worked out just fine. Thank you.

## CUSTOM QUESTIONS

**Q4. Briefly describe the reason(s) for your rating of the above listed post award guidelines and the performance reports.**

Many questions on the APR do not apply and others are poorly worded. With a variety of grant programs and objectives, it must be very difficult to build an APR which will allow all programs to report on their activities, so I understand the problem. Perhaps simply expanding and improving descriptions of questions and response areas would help, as well as information about what to do if the question does not fully match individual grant programs/objectives.
I have not accessed the post award guidelines. I am still entering my APR information. My experience during the submission has exceeded my expectations. That is why I decided to complete the survey now. I am confident that my experience through to the end of the report will reflect my positive experience to-date.

The pre-filled, or pre-suggested report activities, do not match with the activities of our grant. We are advised to use the 'other' category for all of our responses.

The APR for this year was very different than the APR for the previous year in terms of data required for report completion. It would have been helpful to be forewarned about these changes.

1. Personnel: Our original program officer was knowledgeable about the program and typically quick to respond to our questions and issues. She was replaced with an officer who was clearly overwhelmed, did not know the program well and does not respond to emails in a timely fashion. She also prefers phone calls that do not provide written answers to our questions and issues for record keeping purposes. 2. APR: The portal was released incomplete and changed as we attempted to complete. It forces responses that do not fit our program's objectives and activities. The 'blank forms' did not reflect the actual questions contained within the report. Webinar training was awful and was not helpful at all. Promised simplification became the opposite, questions were more complex. Navigation was difficult and confusing. 3. We think it would be helpful if first year grantees were provided training on internal budget tracking especially of carryover, college commitment, and record keeping (mini version of the NSF Mentor Connect).

In general, increasing overall complexity

none

Report is often redundant and confusing concerning process outcomes and focus area outcomes

Limited communication, guidance and information from our Program Liaison.

Not finished submitted current performance report.

I had no problems.

I was not given guidance in terms of what would be expected for the performance reports. It would be easier to complete these reports if I knew what data I would be collecting at the start of the grant. The annual report was enormously more complicated than the six-month report, and the system was very buggy. At one point it said I hadn't completed items when I had...And it didn't give me an accurate copy of the report.

post award guidelines navigation improvements would be appreciated; performance reports are clear

The guidelines are quite clear. However, the reports sometimes ask for information that is not relevant to our project, not available, or not collected within our institution, nor indicated as part of the goals of our project.

I was provided adequate access to information related toe post award guidelines and when i inquired of my program officer, he was always very helpful with responding and providing information. The performance reporting system works quite well, and though there was a delay with gaining access, it quite adequate.

Have not experienced the post award process at this time.

N/A

As mentioned previously, a User's guide to supplement the Annual Performance Report would be very helpful citing examples of answers to especially the more complex questions.

The performance report gives opportunity for narrative that allows us to more clearly communicate our progress.

For someone who doesn't have much experience with grant management, it's very hard to find any piece of information in EDGAR. Despite training, it takes time to learn; however, the grant officers don't tend to provide much specific guidance but refer to EDGAR, which is very hard to navigate given specific language that's used. The performance reports, however, seem to be well designed and not too hard to navigate when it comes to report on progress through performance measures. The budget reporting can be challenging; however, it's logic is understandable.

Everything was self explainatory

Items requested on the original grant were 'disallowed' when we began implementing the grant.

Sometimes the performance reports don't provide an accurate template for our award goals and objectives and metrics... I often default to filling in 'other' categories.

n/A

Performance reporting system is not as intuitive as it could be...

So many of the questions do not pertain to our specific grant.

I don't feel like we communicate much at all. The communication we do have is clear and concise.

The ratings were given based on dissatisfaction with the changes made to the APR, which were not communicated until viewed in the online report, which was delayed significantly due to website changes. The combination of these has caused a lot of stress on my office to get the new data/info. needed for the APR and continued to interrupt the work I'm doing to spend the year five budget prior the year's end.

We have not yet submitted our interim report which just opened up for submission so I don't have much experience to provide any feedback.

Turn over in program staff. We have had three program officers in three years.

See prior comments: unexplained technical language and a disconnect between the grant and the reporting categoriesand language.

The ability to submit the annual reports is not very timely and kept changing. Also, the types of questions and format were not well suited to be able to articulate how the grant has impacted our institution. There was not enough flexibility in providing data.

I've only completed an interim performance report so I do not have a lot of background with the annual report.

It was very helpful to have guidelines on each page for guidance when filling out the APR this year

I have not submitted an interim SIP program report since I have not rec'd a PIN number, however, I am able to find the reporting requirements and can clearly understand them.

The report allows us to report on the data that we use for our grant.

q

After receive notice of award, we have received little follow up or contact from the assigned program officers.

N/A  Never submitted post award

Post-award guidelines are not proactively communicated. Performance reports are functional and gather the data that we want to share on the project outcomes.

Instructions are clear and concise.  Required information is relevant.  All good.

I have found post-award guidelines and advice on how to complete performance reports on my own and did not ask for or receive information from a SIP representative.

I found the report to be redundant requiring awardees to provide the same information in multiple questions.  Also, many of the questions were not applicable to the project and required modification to provide adequate responses.

The APR provided plenty of time to gather and accurately report on the progress of your project.

APRs are 'clunky' to work through. One reason is the layout of the online forms and questions, I think. A more streamlined form with type-in/paste-in boxes might work better.

I was proud to show the results and data of our program.

Based on the award in 2014 the APR did not align with general SIP awards.  The reporting was somewhat ambiguous and I had to try and get all of the relevant data in the executive narrative.

APR questions are repetitive and the last report included additional questions that do not fit the program.  I experienced several problems with the APR saving my work.

The APR launch was extremely late, almost to the point of meaninglessness. Instructions via a video conference were hampered by technology problems.  Promised follow-up never came.

Based on emails and materials available on the website.

As previously mentioned, we had many issues with the APR site despite the fact that we were reporting on the period ending 9/30/17 in July 2018.

Not every Grant Coordinator that is managing a Title III Grant has done this before, so it would be nice for an easily accessible list of requirements. I can go in and read the cost principles, but that doesn't answer every question I have.

I am able to receive what I need for reporting.

Major improvements need to be made to the APR system.

Problems with the online reporting for performance reports this year

Overall good, some items in performance reports are not clear on what the department is looking for.

The post award guidelines appear to be clear; it's merely a matter of knowing where to go to find the information needed. The performance report used a new template which still had a few glitches. Some of the information requested did not apply to my institution and some of the items seemed a little redundant.

Information and process has been good.

In most cases I had to use 'other' to enter a usable/relevant outcome for our project.

Definitions of criteria need further clarification. Information regarding how to access the guidelines needs clarification.

While there have been bugs to be worked out in the most current performance report portal, the report itself is straightforward in its organization. The report format is clear in what should be reported.

The guidelines and other documents have confusing language at times.

Sometimes the way to answer items on the report were not clear.

To my knowledge, then guidelines we received asa result mot receiving the award was clear and concise.

**Q5. What recommendations would you like to offer to Program staff to assist you in administering your grant effectively?**

Please, please, please be responsive in an actionable way. Responding to notify that you have received the request and will review and respond with your determination is great, but when that is the only response and becomes a repeated response over weeks and months, it is not helpful. The determination is what we need in order to act. Regs state the Program Officers must reply within 30 days, but a 'reply' does not necessarily mean resolution. It would help to know what recourse we have to ask an alternate Program Officer for feedback, or the flexibility to act after 30 days with no resolution. Hanging in limbo does not help anyone. If this is due to a staffing problem, then please provide more program staff to manage grant programs effectively. In the absence of that, provide guidance on what we CAN do in these situations.

I am happy with the assistance I have received. I have no recommendations at this time.

None at this time.

1.Conferences or webinars that train grantees to set up budgets, recording keeping expectations, and preparing for audits. 2. Consistent answers and processes from program officers (when personnel changes occur) 3. We spent time learning the new Uniform Grant Guidance, the DOE still refers to the old EDGAR guidelines. 4. Anticipate reporting tool changes in advance and prior to release to grantee.

none

More interaction, greater support and guidance.

not sure

None

Conferences, webinars, grant management tips

The staff are great...It would be helpful to know if my annual report is acceptable; I had some difficulty in crafting my responses.

none

No recommendations at this time.

None applicable. I am very satisfied with my program officer and the services he provides. Additionally, the few times I have needed to reach out to G5 technical staff, they were very helpful as well. Keep up the good work!

More communication and check-ins by phone and/or email.

N/A

Quarterly webinars on specific grant administration topics.

We expect the program staff to be the experts on the rules and regulations. It would be great if there was more consistency in the level of expertise across staff members.

Training, more staff so Federal Officers have more time to help

More timely responses to the questions; please respond to specific questions with specific information requested, with reference to EDGAR included in addition to information provided. Please don't just refer to EDGAR.

No recommendations at this time.

This is our third Title III grant and it is by far the easiest to manage with the Department of Education. We basically like the changes.

Please see previous responses.

Trainings on how to complete the reports or how to prepare for the report.

n/a

Update the performance reporting system.

I would request the data collection questions relate to our grant as opposed to all grants.

none.

Program staff has been very helpful, both the program officer and tech support. My recommendation is that the Department of Education keep one program officer assigned to the grant for the duration of the grant, rather than changing program officers every few months or every year, and to better inform grant awardees of specific changes made to the APR between grant years several months before the site

with the report is available so that all the required data points can be planned for during the implementation of the research design.

None that I can think of at this time.

I don't have a recommendation because I don't know what their job descriptions are, their workload, or their authority to exercise judgement.

None

none

Timely response to questions.

More flexibility in attending professional development related to the grant.

Overall I am satisfied.

Communicate technical assistance offerings, if any.

q

Be more responsive, understand our project more, be clearer in communication. DOE program officers are clearly dedicated, but seem over-worked and unable to provide strong, focused support for their caseload.

We want to continue working with [redacted].

I would like an open line of communication without fear of funding being in jeopardy or that the institution will be penalized. Things come up and higher ed is not an easy system to function within. When problems arise, I feel like I have to fix them before I can notify a program officer. I wish I could just pick up the phone and have a conversation to work through issues. Instead, my institution pays thousands for external consultants that are rarely used and could likely be eliminated if I could have a regular working relationship with a program officer.

NA

No suggestions at this time.

More feedback, even if it's just 'attaboys' concerning being on track and accomplishing the objectives of the grant.

none

I am fine with administering the program grant effectively, my PI is wonderful and I am able to successfully obtain the objectives we set out to achieve. I can't give you specifics with regards to the senior level staff or technicians because I do not interact with them, so the questions were not easy to answer. The supporting word document for the new APR contains many sections that do not apply to our project but when I had questions, my PI was able to help so I am happy with my PI and the program delivery.

We use an external evaluator who provides an excellent, detailed analysis of progress on the grant. Yet, we cannot upload this to the APR.

Offer a suggestion for Program staff to understand how quickly change occurs in the field and that our institution is continually adapting to various changing factors and technology.

A quicker response time and communication that is more clear and easy to understand.

I do not know what caused the issues with the APR system, so I cannot offer any recommendations.

Conference information or an annual meeting.

My Program Officer has been excellent!

continue to respond promptly to questions

Again I just feel the APR submission system needs looked into further.

none.

Program staff have been quite helpful in assisting us when needed to administer our grant. Any issues I have had have stemmed mainly from the fact that I am a latecomer to the SIP grant process coming during the final year of the award.

Program Officer, [redacted], has been great to work with. Very professional, knowledgeable and helpful. No recommendations for improvement.

Continue to hold webinars with information regarding APR and updates. Make slides and notes available.

communicate more frequently. set up a monthly call to check in.

I would welcome the opportunity to establish a rapport with program staff that fosters a sense of mutual collaboration and support.

Make grant reports available in a timely manner. It would be nice if the staff had more autonomy in decision making.

Make clear where we can make exceptions based on the rapid changes in technology or changes in circumstances.

We have been very satisfied when we have reached out with a question or concern.

**Q6. What topics would you like to have discussed during meetings and conferences either in person or by phone?**

Guidelines for Budget revision requests, more information on Expanded Authority, and guidelines for what requires approval and what does not require approval. Regs are often contradictory and unclear.

How can we as grantees provide a better experience for our partners at the US Dept of Ed and specifically with grant project management.

None at this time.

1. Internal tracking of budget (carryover, college commitment, budget changes) 2. Record keeping 3. Preparation for audits 4. Endowment 5. Best practices in achieving equity.

next steps after completion - prompts on upcoming eligible grant opportunities

We have not been fortunate to have either meetings, conferences, or phone calls. If this were to occur at some point we would like the following topics covered: Grant guidelines Technical support provided Financial guidelines Reporting responsibilities Successful reporting and grant administration strategies

unsure

Nothing specific

Grant management, innovative ideas on how to use data collected to improve programs, ideas shared from previous grants to improve future grants.

completing the APR

None

Travel Approvals

To date, all questions and topics have been adequately explained when we have posed questions. The answers are always timely and accurate.

None applicable.

Objectives that could be revised and finances.

N/A

Budget Revisions-when is it necessary? Flexibility in transferring funds between categories Back-up documentation for project management

The conference call on the APR was not effective and not helpful. What can be changed with or without approval.

Main points to pay attention to; tips for best practices based on common problems; mistakes to avoid.

None

Role of external evaluators in the operations of a grant.

Examples of the type of information provided in the annual report and timeline for the years reports.

A template for modification requests.

N/A

None

I have never had a meeting or conference, but would welcome either.

The successes other campuses are having.

how the grant budget and carryover between grant years support the scope of the objectives in the grant project; how to write a revision request that anticipates questions that the program officer will have and address these in the revision in order to speed up the time it takes to get approval for a request

Just want to be sure we receive notification of any meetings or conferences. In our past Title III grants, we have not received any notification of any meetings or conferences.

Supplanting rules with respect to 'Travel'

It would be nice to hear what other programs are doing with their grants.

None

Modifications to program activities and what needs program officer approval. modifications to the project timeline and the whether approval is required or if notification is sufficient.

A review of how to complete the progress reports for all first year grantees might be helpful via webinar.

q

Title III used to, according to my understanding, conduct conferences for grant project managers. During the four years of our grant, none such conferences have been conducted.

Inquiries regarding how the project was going and how they could help us with sustainability and etc., would have been welcome - being more of a resource rather than a passive repository of information that we could tap.

Any upcoming changes. Any new opportunities.

Budget management and performance reporting

It would be nice to a have message board to post questions on to other awarded institutions with similar projects.

1) General guidelines for how to 'smooth out' expenditures across the life of the grant because there are ups and downs in spending driven by external circumstances sometimes. 2) Given the success we're having with our project, what next steps and funding sources to go to the next level make sense.

none

I am not aware of meetings and conferences that are taking place? My PI was the one who informed me of the SKYPE call to address the new APR site. I guess I would like to see improved communications regarding meetings and conferences.

Categories of change requests, documentation needed, timelines for approval.

N/A

It is difficult to say because each SIP project is different.

I do not attend meetings or conferences. I have never been asked or notified of such things.

Directions on how to do things, discussion of challenges identified for the good of the group.

NA

budget requirements and reporting structures

Any questions regarding the APR submission

Having meetings and or conferences would be a good start.

None.

It's important to know the guidelines for the grant award--what can and can't be done, what the ED expects during and after a grant award, etc. I'm sure these are discussed at conferences, but as a newcomer, I was not in attendance. Perhaps there could be a guide provided for people like me who have come onboard in the middle of a grant period.

All conversations/questions/topics were handled as needed. No additional recommendations.

Guidance and advice on how to improve progress and exceed expectations rather than purely compliance information.

Changes and updates to forms and accountability measures.

general grant management; reporting and documentation best practices

Ideas for maximizing the success of grant activities based on best practices and new innovations, allowable and unallowable grantee flexibilities, learning from the successes other grantees are experiencing.

Best practices

Feedback on how to deal with issues that were not considered during the original grant proposal.

I don't have any questions or recommendations for new topics.

**Q7. About what topic(s) or purpose(s) do you most often contact Program staff?**

Request for a budget revision, or for funds to be reallocated for a new purpose in support of grant objectives.

Change requests to the grant.

Help with completing the annual report (questions about how to enter our data and activities)

I have not needed to contact Program staff recently.

1. Budget  2. Travel approval  3. Recent APR questions  4. Clarity on supplanting vs. supplementation
5. Changing objectives

Budget modifications

none

Had several calls with regard to the portal not operating. Also, a few calls for approvals for conferences.

Budget and APR questions.

Grant guidelines  Budget

getting into the G5 system

APR specifics

Grant activities

Permission to revise grant budget and actions we are taking to fulfill objectives.

funds, personnel issues

Budgeting and if some money can be reallocated.

Difficulty with annual report and the G5

Questions regarding grant activities and allowable expenses.

Travel Approvals

budget changes -- how to

We generally ask about budgetary compliance and prior approvals for expenditures or changes to the award.

General questions related to personnel and requests related to the grant funding.

Changes in personnel and institutional or financial questions brought up by the grants accountant.

Revision Requests

Budgetary issues

Compliance in spending.

To re-allocate  Travel approval

Questions related to reporting and revisions

Award Reporting System

Clarification of concepts.

Changes to grant timing or funding.

Technical issues

Modifications. Confirmation of deadlines.

Policy and procedures

Fund balance

Questions pertaining to appropriate expenditures.

Changes to our grant.

revision requests for carryover spending between grant years

Budget questions.

Travel approval

Timelines and compliance guidelines.  I'd like to see a more comprehensive list of allowable expenses.

Adjustments to activities within scope of the grant

Request for changes from the program officer.

Request for new postion.  Change in budget line item.  updates on project progress.

Budget questions.

Questions regarding allowable/unallowable expenditures.

q

Carry over and/or changes in activities that are alternate means to achieving the same project objectives.

Budget and APR.

Project Director changes, answers to financial questions.

Viability of thoughts regarding changes in budget allocations. In our last annual report process, we contacted [redacted] to be certain everything we submitted 'went through' and he worked with Tech to help iron out a small issue. All resolved quickly and efficiently.

Changes in objectives, performance indicators, or budget.

Provide monthly reports and activities modifications

Responses to emails from Program Director (or in some cases, just information noted from emails that don't necessarily require a response).

I contact them about allowable activities or budget questions.

Budget modifications.

Change requests

Points of clarification on reporting.

Questions about budget

We have requested approval to make minor changes to approved expenses, e.g. combining two part-time positions into one or spending personnel dollars on instructional supplies when a project staff member has been hired later than anticipated.

Recently, the annual performance report because the new system was not working as it should.

Approval for spending

Grant guidelines, budgets

Program Officer approval for expenditures.

changes to program budget

Password reset, APR submission issues, requests

Budget

Questions regarding processes and program requirements

Budget questions.

Clarification on guidelines and approval request for expenditures.

Budget and spending.

Budget augmentations.

budget modification; training/travel approval

Revisions or adjustments to budgets and/or project activities based on opportunities or challenges the project is experiencing.

The APR

Monthly reports.

We don't reach out to the Program Director often but have reached out ocasionally about ensuring that we are using funds within the guidelines of the grant.

**Q8. What additional services would you like the Department of Education Strengthening Institutions Program Office make available to you?**

A program legal/financial helpline to provide guidance in decision making and determining which regs apply to situations would be a helpful service. In the absence of a response from Program Officer, another avenue for guidance is needed. At this point, I have no one else to call.

Access to other grants that are aligned with the SIP program.

None at this time.

Conference on Equity

prompts, per earlier response

Webinars

unsure

None

Provide a conference or two-day workshops

make sure you have live people as contacts

More guidance about the annual report

annual conference -- or webinar -- just to keep us apprised of changes

None at this time

easy to access samples of awarded proposals  pre-application webinars that are not reading the RFP, but rather interpreting and explaining it.  reorganize application documents to have the selection criteria upfront and the 'how to grants.gov' stuff last.

None applicable.

Required phone calls with program officers a few times each year.

N/A

Technical assistance in preparing for the Annual Performance Report.

A manual would be great.

none

None at this time

Simple checklist of appropriate fund use.

None.

N/A

None

I'm not sure at this time.

I'm not sure.

The national conference has not been held in the past four years I've managed the grant project.  It would be helpful to meet with other grant recipients across the nation to learn about their experiences/strategies in managing their grants.

Can't think of any at this point.

None

No comment at this time.

A follow-up webinar might have been beneficial since there were a number of errors in the original online submission system.

N/A

q

More information about upcoming grant opportunities, how to strengthen proposed or existing projects, more facilitation of potential networking with awardees with similar projects or who have experience

that would be beneficial. More information/direction on rules and regulations; for example, time distribution records.

All good.

NA

No suggestions at this time.

Is it possible to provide a list of external evaluators categorized by areas of expertise? This could be compiled from past grants, I'd think. Such a list could be useful for future grant applications.

none

More relevant examples of SIP programs, 2015 and higher.

The only issues we've had are with the reporting system and one time with the G5 password reset. Otherwise, we have quite satisfied with the services.

Not sure at this time other than what has been mentioned.  Maybe in-depth training.

Better training on the APR

Offer a conference or meeting.

None.

No response at this time

Already receiving needed services and support.

NA

Guidance regarding budget augmentations

Additional staff to respond to questions and offer clarity

Program Director Conference or webinar

No recommendations for additional services at this time.

**Q9.  Please describe how the Department of Education could better use technology to deliver its services.**

I think the current approach to technology has been effective. I am new to the process and did not use the previous system.

I used the website two years ago when we first received the grant, but not finding it helpful, have not returned. I had forgotten about it until this survey. It would be great to receive a regular communication from our program officer (or other person), about resources available as we implement the grant, or helpful tips, etc.

The idea of having a webinar to prepare for the APR was great; I recommend testing the technology prior to delivery of the webinar.

1. Webinars as described earlier  2. Use on line focus groups to test APR from the grantee's perspective

none

Not sure

No suggestions

Technology is fine.

be on time

Get the annual report program to work more effectively

Technology helpful

No recommendations at this time. We feel that we are being adequately served.

stop limiting number of webinar participants  start webinar series earlier  host more sessions at varying times  In fact, you could just record the webinar first, play it often and have staff available at the end for a Q&A

None applicable.

N/A

N/A

More webinars on grant topics/issues.

Shorter surveys with less redundancy of questions.

The website with information regarding the rules and regulations could be made easier to navigate and understand.

None at this time.

We are just glad that the system is finally up and running.

N/A

Update the performance reporting system.

I don't have a response to the question.

I think the technology they offer is fine.

short webinars on grant topics sent out via email to grant recipients

Can't think of any suggestions at this point.

Doing a great job

It would be great to see how the technology could connect all grantees.

Multiple accessibility when communicating.

It just needs to work.

N/A

Communicate via email current services and products available to grantees.

q

The current annual reporting system does not allow much flexibility in formatting, such as bullet points, tables, etc. These could help on the clarity of answering the questions and presenting performance data clearly.

Site navigation, instructions.

More webinars. drop-in office hours for live chats, etc.

Pre-test new tech forms before sending them out to those of us in the field.

NA

N/A

Redesign of APR online submission form. (See responses submitted earlier in this survey.)

improve the APR form

Just check to make sure when you host a SKYPE meeting that the technology is working prior to the meeting. I did not have audio or the handouts to review, so I had to fill in the blank based on my experience with other projects and my own research in the new APR reporting tool.

By responding quickly to phone and email requests.

Emailing with the program officer has worked very well. She is very responsive. Except for correcting the previously mentioned issues with the APR and one time issue with G5, I have no suggestions.

I think moving towards shorter reporting and asking for specifics and keeping reporting available in the portal is a great start in what you are currently trying to do.

Find a different contractor to facilitate the APR system!

update reporting systems to be more user friendly and consistent

Continue to offer webinars.

None.

The helpdesk for the G5 technology was quite efficient and proficient in answering my technology needs. The helpdesk for the APR submission website was not helpful at all. I repeatedly sent requests for help and received no response. For such an important requirement, it is imperative that the technology is reliable and that help can be obtained when needed.

The DOE appears to be dedicated to ongoing improvement regarding use of technology. That's all anyone can ask for. I don't have any further suggestions.

None

I am not sure.

As I entered the report data, I would lose it at times. This is annoying. The report was not readily available. Once issued, it was difficult to access. It required accessing another website and that address was lost in spam. It took several days and phone calls to discover how to access the report. I lost a lot of time on this and it brings me very close to the due date.

Online meeting or training using Zoom or WebEx.

No recommendations at this time on better use of technology to deliver services.

**Q10. How can we improve our Strengthening Institutions Program website, including links, to help you identify program resources and meet your technical assistance needs?**

I have found what I needed on the site. Keeping the site clean, crisp and focused minimizes confusion for people navigating the site.

No recommendations at this time.

unsure

Use shorter surveys

keep the live contacts

Add information about what is expected in annual reports and provide that information to new grantees.

Give someone who is outside the DE a list of typical tasks then ask them to find what they need unaided on the g5 site. Listen to their feedback. I spent quite a bit of time rooting around in the g5.gov site before I had to give up and ask my program manager to help me. Granted, this was to complete my first interim performance report and was clueless.

Chat button

survey your contacts to find out what their questions are - why they go to the site - and put that info in an easy to locate tab. For example: when is the next application packet expected?

I find the current resources to be adequate.

I have not experienced any problems with the website so I have no recommendations.

N/A

More detailed information.

Simplify language of the regulations.

None at this time.

N/A

N/A

NA

Right now, I have no suggestions.

Can't think of anything at this time.

More user friendly.

Already answered.

N/A

Overall I am satisfied.

Keep the information up to date.

q

Links to parts of the UGG, to EDGAR, instead of links to the entire guidance, more robust support options, such as recorded webinars, FAQ's on specific program areas or regulations, links to program officer contacts, listing of current projects and synopses, listing of upcoming opportunities. Overall, a more interactive site.

All good.

This survey is ridiculously long.

No suggestions at this time.

More frequent updating --- when I go in every few weeks (and getting the prompting email to do so is VERY helpful as a reminder), it seems there's not a great of recent activity concerning what's shown on the site.
put a link to the APR form on the G5 website. It was a pain having to bookmark the website for the separate apr form

More up to date resources.

I have no suggestions.

Break it out by type of award with answers to challenges that are being asked most often to program officers.

More targeted links to specifics

Other than APR submission I have no issues

Offer training so that we can be informed about program resources.

Not sure.

The only problem that I encountered with the technology was the APR submission website. Parts of the template did not work, and the helpdesk was not responsive.

No recommendations.

None

N/A

Let me know where the APR is.

Maybe a training on what is there would help.

The current program website is fine and meets our needs.

**Q12. Please explain your response to the question "over the last year of your current grant, have you received consistent information from the SIP Office".**

I've received an unsolicited email from the SIP Program Office a total of 3 times over the last year. One was from my program officer asking if our grant budget included any funds for construction, the other two were regarding the APR becoming available and where to log in. Other than that, no updates, no

newsletter with announcements, no information about a delayed APR submission system, etc. I constantly feel as though I don't know what I don't know, because there is no communication.

Email communications have been effective and timely.

Not sure what information I should be receiving. Have only had a few communications since receiving grant award in October.

We have received consistent information, but not a lot of information. The only info I recall receiving were updates regarding the status of the annual report.

No inconsistencies noted.

Change in personnel, with very different approaches and understanding of the program.

There has been limited contact and guidance. Responses to questions have been inconsistent.

Program officer is very quick to respond

Yes, but problems responding to emails.

I have not found any inconsistencies.

Afraid to ask too much for fear of raising 'red flags.'

Other than a change of program officer, the information has been consistent

All questions have been answered quickly and accurately. The answers are consistent and useful.

Yes, My program officer ([redacted]) is very thorough and provides information that is always consistent with the SIP policies and procedures. I am most satisfied with his support and guidance.

There was a time when my program officer was out of the office for approximately one month, and there was no one else who answer my questions. I am a fairly new project manager, so I did not feel as though I received adequate instructions, information, answers to questions, etc.

N/A

Not sure-only deal with one person

Our grant officer communicates with me only around the reporting time and when I ask questions.

We only advanced two items: requesting a no cost extension and technical assistance with entering the data for the APR and in both instances we received consistent information.

N/A

We receive consistent and helpful information.

My current program officer, [redacted], has been excellent to work with- very professional, responsive, helpful, efficient, and articulate. She was the first program officer I spoke with on the phone. I wish she had been assigned to my grant, which is now in its last year, from its very first year.

Have not had to reach out to them for help but in talking in general, have been very helpful.

My Program Office does a great job!

She communicated periodically that the annual data submission software was not ready and the window to submit was not yet open.

The few times I have interacted with the SIP office, the information has been consistent.

Essentially we receive little information from the assigned program officer, except for change in officer. Each time we heard from the program officer about the reporting site being opened, there was a delay (i.e., 'maybe tomorrow'). The system vendor and program officers did not seem to be communicating.

Changes in new reporting system had some initial glitches. Our queries to the Program Office were addressed swiftly.

I received consistent communication regarding the delay in the APR system.

NA

I receive information as needed.

Brief emails when something is needed, and reminder emails about opportunities to participate in programs that may be of interest, such as former first lady Obama's programs --- good to know about those things.

I have not received any information from the SIP Program Office specifically. When I reach out to my PI, however, she responds right a way.

There was a change in staff and information clearly was not passed forward. This required reorienting on my part.

The information provided has been on clarifying points for reporting.

We seem to get different responses, based on the program officer.

Despite problems with the APR, our program officer kept us informed of updates.

Very helpful and timely

I think that I have received what I have needed. The college is in its first year, so I am not really sure unless something comes up.

staff is helpful

I have no issues with the program office.

self explanatory

Mainly, the information that I have received appears to be the standard information regarding reminders of program requirements and dates.

Program Officer, [redacted], has been very responsive and has always provided accurate and consistent information.

NA

I did not receive consistent information until the APR submission was delayed. Once the APR delay was announced, information was shared consistently.

I haven't had opportunities to receive much information from the SIP Program Office, yet.

Delays in opening the APR.  Now there is new material to report, which has not been collected in earlier reports.

Updates were given about the new contractor for the APR portal.

We have been provided certain updates and receive occasional updates.

# Upward Bound Program

## CORE QUESTIONS

**Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for the [PROGRAM OFFICE].**

Not sure

When an IHE has more than one TRIO/GEAR UP/CAMP grant, there should be cross-collaboration between the program officers just so they are aware of the grants and how the grants collaborate with each other.

None to offer

I can't say that I can think of any at this time.

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

Updated technology. More innovative practices. More interactive and user friendly interfaces online. It is extremely difficult to navigate the APR and Grants.gov websites. Many of the record-keeping systems are outdated.

Receipt of requests for information is often last minute. Advance notice about upcoming requests for information would be greatly appreciated. Also, it would be helpful to use a consistent vocabulary.

The example that comes to mind is the last (and ONLY) 'round-table' webinar we had a few months ago. The Skype Business link didn't work. The event started late, then had to be 'interrupted' on account of too many attendees not muting their phones. This was followed by some confusion on VERY basic program information amongst the presenters. While the 'back & forth' between these DoE presenters was cordial, it was slightly 'snarky'. In the end, it wasn't a 'round-table' at all, it was more like, 'We've got to do this, so listen up, we're only going to say it once, don't interrupt.' And...that's what happened, for almost two hours there were only about four questions fielded from attendees.

the presenters sound like they are just reading slides, rather than explaining things and they give different answers to the same questions.

The Technical Assistance webinar on April 25th was a disaster. It was audio only and the audio was a mess because someone hadn't muted their connection.

Services are limited, technology usage is basic and not being used to full potential.

The emails are not very timely and are often sent with less than two weeks notice.

More webinars, videos for reference on their website, templates

Make webinars more relevant

More conference calls and online training opportunities

I have not participated in many webinars. However, particularly those for grant writing, it's really just reading aloud the regulations. Very little instruction.

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

Upload APR thru Blumen

https://trio.ed.gov/

Blumen

email

UB APR Web

Upward Bound APR system

APR

APR

Not sure of system name

APR Tool

APR site

UB APR Online System

ED Annual Performance Report

trio.ed.gov

TRIO

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

n/a

They quickly and efficiently were able to help me recognize the different grant numbers in order to process my APR.

The person was able to to clearly explain to me what I needed to do to get my institution and program officer the information they needed.

Friendly and very helpful.

[redacted] provided excellent assistance to me with multiple problems I had while completing the Interim Report.

There has been no occasion to do this in the past 12 months

Great!

Friendly and knowledgeable.

Working with my program officer - [redacted] was very helpful and professional.

I have found the help desk to be responsive

I wanted to check if a drawdown request went through. The representative was very helpful in resolving my request.

The G5 Helpdesk ED was very responsive to my request to unlock my account and provide guidance on how to keep the account active.

The only assistance needed was to unlock my account. This was a very quick procedure for which I am grateful for.

I found the G5 HELPDESK Ed analyst to be very responsive in a timely manner. The issues were resolved quickly and the analyst did not seem automated like many other systems, but 'live.'

Great

Very professional

N/A

Very helpful! Just takes to long for them to get back to you when you need it now!

When using the phone services to get code to update password or log on it always works fast.

As I was trying to submit my interim report when I got to ED form 524B Interim Report Section A-performance measures 1a. I kept getting an error messages that stated row 1: enter either target raw number or ratio. No matter how many times I entered the number, it gave me the same message. I don't know the name of the analyst but she was extremely helpful.

N/A

I simply had a question about the QR reader we needed to use, as well as the secondary verification (text message) protocol. Nothing major.

The customer service representative was very knowledgeable, efficient, and helpful.

I needed assistance with the interim report. My question was resolved the same day.

Whenever I call G5 I always have a great experience. They are helpful, knowledgeable, and patient with me. I've had to call them numerous times for different reasons and they were always able to help me. And I love the fact that I get to talk to a real person instead of an automated system.

It was fine.  No problems.

Have not worked with the G5 Helpdesk

Unable to pinpoint an exact moment when this may have occurred. When needed, I am able to either reach someone directly or submit and get a response from someone at the Help Desk. Overall the customer service experience has been acceptable.

The G5 help desk personnel have been very helpful.

The analyst was kind and answered my questions thoroughly.

I reached out to the HelpDesk when we were submitting our APR.  The response I was given was to ask our program officer.  Didn't see that this was helpful.

I have not needed to contact a G5 HELPDESK ED analyst because the G5 website has worked great without assistance.

The person could not help me, the tech stated it needed to be the program officer who had to change it on the back end. My program officer said she  did not know and it needed to be the G5 customer service, In the meantime, I still do not have things changed on my GAN'S.

Unlocking my account

The Help Desk folks are always responsive and timely.

N/A  G5 is fairly self-explanatory and user friendly.

Negotiating my budget with my grant specialist [redacted].  She's patient, thorough, and helpful.

G5 Helpdesk guided me to retrieve my password to my G5 account.

I have not needed to contact the G5 Helpdesk Ed Analyst within the past 12 months

Received help when I forgot my password.  It was reset without a problems.

they made it really easy to get in after being locked out. i was really worried but it was a smooth process

I was in need of help in changing the certifying official. The G5 HELPDESK ED was able to provide instructions that helped me successfully change the certifying official. Very helpful!

Resetting my password.

cordial and knowledgeable

Received immediate and accurate response and explanation.

N/A

No issues, the wait time was over a day which was fine but could have been faster.

The G5 Helpdesk Analyst that assisted me were pleasant both times.

An email was sent to the HELPDESK ED analyst and a response came back that it would take 24 hours to become active in the system.

When I started as director, I needed to gain access. The G5 helpdesk pointed me in the right direction.

I called the help desk with technical questions regarding an Interim Report submission. I left a message and was never called back. The G5 system was often 'down' when I was trying to prepare an Interim Report.

Did not use; just used electronic prompts

Good resource

Good Service provided

I am new (6 months) to the Upward Bound Program and have had to use the HELPDESK ED analyst only once but the service was fast, courteous, patient and accommodating. I did not feel like I was bothering with my questions. I wanted to understand the answers and I felt at ease asking away.

Efficient and fast

I have not had to call the help desk.

When trying to submit the APR I had to call for some clarification. My call was returned in a timely manner and question was answered.

I was not the person who spoke with the analyst.

We have only communicated via e-mail and the phone app for security pass codes (Authenticator)

I have not worked with the G5 HELPDESK ED in the past 12 months. I am able to navigate the site with their online/automated services.

Every interaction that I have had has been positive.

N/A

Quick pick up of calls and immediate action taken to assist.

Not applicable

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

n/a

They were efficient and helpful.

Better training for staff and all technology needs to be updated.

None.

Report submission

There has been no occasion for me to report an improvement on

N/A

The time it takes for someone to respond back.

None.

None

I have not used help desk enough to make a recommendation

N/A

I think G5 does a very good job.

No recommendations.

None noted. Services were excellent.

no

time of response needs to be short

Maybe not having to change password every 90 days.

N/A

Get someone who ISN'T an IT 'techie' to write the directions. Not everyone speaks using computer science verbiage, nor do we want to.

My experiences have always been positive in working with the personnel.

N/A

I don't have any recommendations

None.

NA

More telephone access for immediate resolutions. At times, waiting on response can delay action items when your in the midst of operating program and a response call or email can be missed that is sometimes time sensitive responses needed. However, the response time is within 24-48 hours and that is satisfactory in my opinion.

At times, a response from the HELPDESK could be faster especially when time is the essence on APR submission.

I would recommend they answer the question asked and not refer to another department or person.

Please give the program officers additional training and have them understand to look at the system to see that grantees have submitted requests for their review.

N/A

It is sufficient.

N/A

N/A

Assistance with submission with reports. More knowledge on technical issues.

None

None

No improvement needed.

N/A

none at this point in time

None at this time.

Navigating the site is rather difficult.

Call back time

Not Applicable

Being able to receive live assistance for technical issues during reporting periods.

N/a

Calling clients back.

none

Na

none

I have not had any bad experiences nor can I compare it to different interactions. I am not sure where improvement is needed. As long as staff is courteous, knowledgeable and patient. That is always a good start.

none

No recommendations at this time

N/A

N/A

N/A

I have only had positive interactions.

N/A

Homepage for institutional grants immediately upon logging in .

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

A little more specific on how to submit and what is needed at each step.

Updated technology systems. User friendly interfaces.

Better consistency with instructions and actual report.

Upward Bound submission of performance reports always has numerous error messages. How can we learn to get fewer of these?

N/A

Don't really know!

From the homepage, I would like to have a vertical toolbar on the left side. Also, can you make the links a different color than the text? I have a hard time distinguishing which are the actual links.

Updating information on front page was too complicated to understand.

G5's layout could be more intuitive

N/A

On my last effort to submit an interim performance report I found it necessary to contact the TRIO Office multiple time to identify the correct procedure to submit various bit of requested data. The instructions were insufficiently clear.
For the most part, using the system is fine. The only issue I had was that I had submitted a request to change the PI % from 100% to 50% on the two grants. I received notification that this request was received, but the percentages have not been changed.

It would be helpful if the UB data was imported in a way that was more user friendly. There are times when instructions are not as easy to read or understand what is required to complete the APR.

N/A

I am never sure where to look to find the information that I need or what to do on the G5 system! It is a trial and error method for me!

N/A

As noted earlier, fewer tech-speak, more common language.

There are no items listed above.

The G5 website is very confusing and each time I have to use the website, I have to call customer service.

It's sufficient.

Submitting the mid-year report was terrible. Some of the fill in boxes did not work and G5 did not have clear instructions.

Navigation throughout the site. Presentation/layout of pages for clearer understanding of documents desired.

When displaying the GAN's, have it where the GAN's are separated into years and not just a number that shows you a change was made. I have many grants and trying to find the latest GAn among many pages is difficult. Try to have a feedback system where the grantee is notified when a request is submitted to the PO and the PO sees the request.

N/A

Create a point and click app that can be used on multiple platforms.

G5 could better use technology to provide instructions on how to complete forms. One way may be to include hover dialogue boxes that explain items in drop-down menus such as in the UB interim report.

Not sure

Sometimes it is hard to find your award leter with the 12, 13, 14 system.

Navigation and editing documents can be improved.

N/A

Incorporate an undo previous action button. Add a tutorial video that demonstrates how each function operates.

No items listed above.

Being able to navigate the system would be great along with links actually working.

Include an FAQ tab so that we can refer to instructions if we have questions on how to navigate the website or accomplish a task.

The system can be improvement by having a better navigational layout to access information.

Submitting the grant and submitting the APR - the system could have a tutorial on how to submit a report - quick and to the point.

Needs to be more user friendly

When information is sent out to programs about reporting procedures, the information needs to match the actual process within G5. It seems that no trial runs are completed before requesting programs to enter information and inevitably there are always errors, confusion, etc. Also, when entering G5, there needs to be a text option for the entrance code rather than only allowing phone calls.
Update instruction videos, update graphic design, have someone who has never navigated the system review it and make suggestions. I do appreciate it's security features but otherwise the site is very old looking and cumbersome to navigate.

no recommendation

N/A

As a first time user, the system seemed daunting at times. The system is good maybe it was just the nervousness of sending a report for the first time. Technology should be used to simply submission.

I feel that the Grants Management System makes excellent use of technology

The appearance of the G5 system could be more intuitive in terms of headings of the links or widgets.

Navigation

I have been pleased with the system.

N/A

Clearer navigation links  Clearer instructions for reports  Less errors in report functions

**Q38.  How can the Performance report (data accountability) submission in G5 be improved?**

It seemed efficient and usable.  Unsure how to improve.

Update techology. Please make website easier to navigate. For example implementing 'Breadcrumbs' and being to press the back button without losing all the data we enter.

Work out the glitches in the system prior to opening the report for submission.

decrease the number of error messages we receive

Reduce the number of fields that need to be updated!

I don't know!

This system could be more intuitive

N/A

No idea.

Report on prior participants whose data affects the report, i.e. no participant who graduated from high school more than six years from the report date - for APR 2016 (2016 - 2017 academic year and summer 2017), that would be Cohort (and only Cohort) 2011 participants and for APR 2017 (the upcoming report), that would be Cohort (and only Cohort) 2012 participants.  Any earlier participants are irrelevant to the report and waste administrative time in tracking and updating.

No recommendations.

see previous response

N/A

I think that the G5 system has been good to report on.  I just have to remember the steps to upload my APR to make sure it will get there!

You should be able to save and continue to the next section as supposed to going back to the main page every time.

Data accountability for submission of performance reports can be improved with more clarity in terms of instructions.

Nothing to comment at this time.

Functional forms and fields.

Make it less confusing

Not sure.

Ability to review the whole report before having to fill anything in.

I believe the Performance Report (data accountability) is currently a good system of operation for submission in G5.

By shortening the number of fields to be answered.

Make sure the instructions are complete prior to sending an email with instructions and having to follow up with more instructions that were left out of the G5 system.

N/A

N/A

The system is self explanatory if you follow the directions.

No comment

Some of the fields do not seem to work. It would be useful for all fields to work in order to facilitate data submission.

The process can be improved by ensuring the site works before the report is officially released. There were glitches in the site that did not allow me to enter data into appropriate tables as instructed in the instructions.

It seems fine to me

WE do not submit to the G5

Easier editing and saving within the G5 system.

N/A

Maybe adding a print page button to each step in the submission process.

Have an easy to follow guide and link that works.

It's a bit clunky; should be more refined for easier access.

The performance report submission can be improved by finding a way to have all of a participant's information on one page versus having to access multiple pages.

Clearer indications that the report was successfully submitted in a shorter amount of time. It seemed to take a while to receive a confirmation.

Better instructions (details)

Help icons on each questions explaining what is being asked for. Also, although not the fault of G5, but aligning the instructions provided to grantees with the G5 instructions would be very helpful. In the most recent Upward Bound Interim Report, this was not done. The instructions given by DOE did not align with the report format on G5.

no recommendation

Should be properly tested before asking for users to get involve with submitting reports

By making it as simple and concise as possible. If something is not done properly, it should tell the user why and how to fix the problem.

streamline it

I don't find it that cumbersome. Sometimes it's hard to wade through the error messages but we eventually get it done.

Perhaps consolidating some of the steps that are currently required to submit the APR

N/A

N/A

I have been pleased with the process.

N/A

Descriptions of data needed per field can be added.

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

Reply to emails sent asking questions about budget and personnel.

Update technology. Many outdated systems. Department of Education is very last minute. Our institutions need GANs and other notification earlier. Grantees have waited until a week before our cycle ends to know out funding for the next cycle is received. That is not fair to the students we serve and the staff we employ. The Department will not fund a TRiO program for a late submission or formatting error but will not give a grantee timelines for providing us with assurances. Accountability does not seem equitable at times.

Through email communication to thoroughly explain the answers to regulatory questions.

The project officer could be more knowledgeable about the long history of our programs and how in the past we have negotiated exceptions to certain rules because of our unique positioning in a CSU non-profit Research Foundation. She tends to get defensive when she challenges expenditures in our budget that have long since been approved. Then I have to dig up 10-year-old documents that show the rationale for certain exceptions the legal department has approved. Thank God [redacted] is still there!

N/A

None

N/A

My programs have endured two site visits. As I understand, my projects were in fine order, with minor corrections necessary. I never received a written report concerning the site visit findings. When the OPE conducts a site visit, the OPE should provide immediate written feedback.

The program officers do a very good job and should be commended for their performance.

By not scheduling deadlines near break times(Thanksgiving, Christmas, Spring Break) it is sometimes difficult to collect information needed due to people being unavailable.

No complaints, services have been very good.

Simplify the APR tracking and reporting.

N/A

More contact with Program Officer.

When a question is asked, PLEASE get back to me with an answer with in 72 hours...maybe!

More webinars for new staff to get familiar with regulations.

n/a

So...EVERY year, I receive an email in May asking me why I have so much money left in the coffer? It's almost as if OPE doesn't understand the way Upward Bound programs operate. The MAJORITY of our spending occurs during the six week summer programs. Keep in mind that only what is spent can be 'drawn down', and you cannot keep any overage funds. This is viewed as non-compliance and can result in a penalty. So, what happens is once that email arrives, I NOW have to take time away from my final details for summer program, impose on our Grants Office to crunch numbers, compile that information in order to explain the SAME thing that I had explained the prior year regarding the large balance we have in May. To compound the frustration, when the program specialist calls for our yearly 'chat' during Fall, ALL of this is mentioned. Sensing some reluctance to carry this further, (perhaps due to lack of tenure within the DoE), I've gone so far as to say, 'Next time you all meet within the OPE, please mention this, and blame it on me, if you like.' Then May rolls around, and I get that exact email, AGAIN. It's become predictable. Redundant, but consistent. That said, one of the ways that the OPE can improve it's service is to better understand how UBs operate. In talking to other project directors, I know that I am not the only grant that has to do this. In addition, program specialists need to do more than just 'check off a box' that they've networked with a director, but follow-through and take the feedback provided to the next level. After years of this redundant (but consistent) behavior from OPE, I don't think that this is happening.

I have contacted my program officer for Upward Bound 3 times in the last 8 months and have never received a response.

I've had nothing but positive interactions with the OPE.

I have no suggestions

Honestly not sure how it can be improved.

Getting a response or quicker response to emails from Program Officers could possibly need improvement to create a more positive and productive relationship between grantee and the Office of Post-secondary Education. Other than that , would say that things for me are running great and the services needed are being provided.
It would be great to receive emails on a more timely manner especially when asked/required for us to provide them with vital information. Sometimes we cannot stop everything we are doing to respond to an email we received at 4:30 pm one evening and they want the information at 9:00am the next morning. Please allow us the proper time to research, gather, etc. the information so everything is accurate.

More contact with Program Officers, @ least 3 times yearly as in Progress reports with feedback.

I would appreciate if an email is sent, that it be responded to. I have sent several emails to our program officer and it usually takes 3 to 4 follow-up emails before it is responded to. There are also emails that so unanswered. After the 2nd follow-up, I send them to the program officer and their supervisor. Not sure about the offices goal for turn around time?
Be in more contact with us, Check to see how we are doing when we are doing things right and have a better understanding of what we are doing by looking at our achievements. Understand that Upward Bound's funding is mostly distributed in the summer and having to deal with a 'potential carryover' each year and sending in the budget each year is counter-productive.

N/A

The higher administration personnel is very responsive. I appreciate [redacted] and [redacted] a great deal. I could not ask for any improvement with assisting me with services. However, the information receive from the various program officers is always varied and seemingly uninformed of UB legs and regs. More training with the program offices to provide a consistent interpretation of what is and what isn't allowable, and what is expected of grantees would be incredibly appreciated.
Although I do not have perspective on other federal departments, I cannot help but feel that DOE is more efficient than most federal agencies and I have seen a higher level of expectations and accountability that DOE expects from grantees since I started working with TRIO over 20 years ago. Keep up the good work!

Follow federal regulations and allow directors to run projects. Don't micro manage because working in the field is very different when one is not there.

Provide more resources that can assist to manage grant and service provided to Upward Bound students.

Application materials are repetitive and not well organized with important material on topics scattered throughout the application. Response time to questions needs improvement, it is too slow.

None that I can think of

none, doing great

It seems that many times the information is from the past and aren't being very interactive with the program. They are asking for information from us but its usually not very easy to submit.

Create consistency and alignment amongst all program specialist.

On the few encounters, I've been satisfied with their service.

N/A

Having the project specialist attend national conferences to help build relationships and connect a face to a name has helped in the past.

I would like more webinars and Skype sessions.

Very Satisfied.

N/A

Be more available and attentive to our emails. We are expected to provide information by a certain deadline, but we tend to not hear back regarding the response.

Timely follow up from administrators especially during reporting periods.

N/a

OPE staff need to be readily available to communicate efficiently with programs regarding budgetary questions, staffing, recruiting, reporting, etc. Often times programs never receive a response, leaving a lot of room for uncertainty in high-stress times where quick decisions need to be made. Programs often feel fearful to ask questions to OPE, worrying that questions may draw negative attention to the program and reflect poorly on host institutions. There needs to be a safe way to ask honest questions without fear of negative repercussions. Managing these grants can be cumbersome, confusing and overwhelming, so accessible communication with officers is critical. Also, information provided by OPE needs to be consistent, accurate and non-accusatory. Reponses often vary and sometimes don't align with regulations or common practice. In addition, information is almost always kept very, very vague, which often leaves the programs still feeling confused or without guidance. I will say that this year I have received more responses than usual within a more reasonable window of time when I've reached out with specific questions. Other than that, communication remains minimal. Regardless of the feedback, I appreciate the fact that we have a program and that there are people attempting to keep grantees in compliance. In order to fully benefit from the programs and structure, though, the culture around grant oversight must improve. We should all be on the same team and everyone should work together to produce the best possible opportunities for students.
Our Program Specialist is amazing and responsive. This is NOT the case for many other Upward Bound/TRIO Program Specialists. I've head stories where Program Specialists do not respond to questions or requests for weeks and weeks. How can programs remove barriers for our students when this happens. I understand accountability, but for many TRIO programs, they dread any time they must turn to their Program Specialist. Also, consistency in reporting instructions. In the most recent Upward Bound Interim Report, 2 persons issued instructions to Grantees. The instructions did not align with the G5 interim Report form. When asking for clarification, conflicting information was received depending on who requests were made to.

More timely responses, notifications of funding and GANS

I have never had any problems with responsiveness nor with service delivery

Communication with field staff

By always being available and returning calls and emails as soon as it is possible.

More communication

My current program officer, [redacted], is fantastic! Always prompt and courteous in her responses. It would help if there were more FAQ regarding grant regulations on the website, describing how the legislation and regulations are applied to specific situations. The technical assistance conference calls the Department initiated this year were very helpful, and they illustrated that many directors had similar questions about regulations.

The hardest thing is the apparent random nature of awards/competition/knowledge of regulations. I always have the feeling that the OPE does not really know what UB does.

I feel that the services being provided through the Office of Postsecondary Education is sufficient

N/A

continue to communicate

We are very satisfied with OPE services because the Program Specialist by the name of [redacted] who is assigned to our area is so efficient, effective, and assist us in whatever we need on a timely manner and in fact, most of our requests/inquiries are completed in a day or two. She is an excellent Program Specialist.

It seems like they are trying to push out more information at regular intervals lately. However, prior to the last year, I was surprised to get any information other than reminders to submit the annual performance report or that there was a change in funding amounts. More consistent information or newsletters would be helpful over the years.

I have only had positive interactions.

N/A

Continue to respond to emails quickly. More clarity in what is needed when modifying budgets so multiple correspondence can be eliminated.

## CUSTOM QUESTIONS

**Q6. Do you have any suggestions for simplifying the Annual Performance Report process?**

Reduce the number of questions.

We use Blumen which helps immensely in submitting the Annual Performance Report.

Allow us to update demographic information. Also, 6-year graduation is not a relevant to the needs of today's students. Many other objectives are out of the grantees control.

Contract Blumen for Upward Bound data collection to streamline the process.

Once the file has been uploaded, so the feedback on uploading is ambiguous. Just because a error message is received does not mean the file was not accepted. confusing. It would be great if the changes are saved automatically but they are not Better and more responsive technical assistance. Our admin assistant has called multiple times and receives no answer. She has to keep calling to find someone, No voice mail.

Not at this time

None

It would be nice to utilize drop-down selections as opposed to numeric codes

N/A

No

As I wrote previously, prior participants that graduated and entered PSE more than six years before the date of the APR should not be included. The Objectives do not pertain to them.

The ability to retain the information entered the initial( previous) reporting year. This would eliminate have to repopulate fields.

None.

Make the method to track outcomes more user friendly. The system does not allow for continuation beyond 6 years. I know that this a requirement in the regulations, but points are missed because students are still in school due to family and life situations.

N/A

Access to submission website earlier and better communication regarding submission deadline to best prepare our calendar.

It is so much better but keep working to get it as smooth as possible!

A presentation with step by step demonstration for new directors would be great.

None

Okay, this is MAJOR, but break the APR down by fields, rather than individual participants, EXCEPT for newbie participants. In other words, WHY have the first 15-20 fields even on the APR, those fields are not subject to change on a yearly basis anyway. Then, program the APR to say: These are the participants from the prior annual report, verify those who were NO LONGER participants (at least two months) during the current reporting year. This could then be automated to provide a 'pop-up' field to enter the date of last service, as well as a reason from a pull-down menu. The APR could then be programmed to do the same for EVERY OTHER field there is up to PSE participation. Why do we have to note for every participant something like 'Grade Level at end of prior year report, Grade Level at beginning of current year' when all we need to determine is Indicate which participants did NOT earn the credits necessary to advance onto the next classification level. Then, the APR would ask for us to indicate which participants entered PSE during the Fall following graduation, Spring following graduation, school code, etc. The next sections of the APR would be for the five prior cohorts to determine ongoing college enrollment or graduation utilizing the pop-up and pull-down menus mentioned earlier. All of this would shave hours, if not days from this tedious undertaking. Finally, the APR could be programmed to say, Complete the following for ALL who entered the program between Sept. 1 and Aug. 31 of the current review year. This section would already be populated with ALL of the fields that really don't apply to in-coming participants. Again, doing it this way would cut hours from the process and encourage key personnel, (who should be the ones completing the APR) to get to know their participants better, as well as cutting the costs for programming and licensing fees being paid to companies like Blumen. This has got to be costing taxpayers millions all on account of a lack of re-engineering something that technology does already for banking, legal services, refinancing a home and, of course, paying taxes (turbo tax), which is where I came up with these ideas. Now that I've taken the time to provide these insights, let me just say that I'LL BE WATCHING to see how well this information gets passed up. I've also shared some of this with people who do programming and everything I've mentioned is technically feasible.

For the APR technical support is amazing.

Less data points.

No I do not

No

At the moment I can not think of any; however, I would suggest a survey of this kind be done more close to the time we are working on the submission period for the APR. If done at that time, then the response would be more relevant and fresh to persons completing the APR to reply with more concrete suggestions based on experiences.

Please distribute information at the start of the FY re: what fields/data elements will be requested later in that year in the APR so we can be sure to collect that data in the form in which it will be requested.

The process of informing the Programs when their APR submission date should be on a more timely basis.

Make shorter

not at this time...

N/A

No

No, I have not submitted an annual performance report.

No

The names of the students that have not been in the program for 10 plus years. Why are these students still on here? Why couldn't this process be eased. I also feel like much of this information is very repetitive and is answered in numerous places.

N/A

Allowing us to drop students who we need no longer follow or a way for us to indicate so on the APR so we no longer need to continue thinking about students who we no longer need to track.

Make it easier to explain why student graduated outside of the original cohort. Eliminate reporting yearly on deceased participants.

Perhaps a video-taped explanation of what is expected in each section.

Include a section for students who participated only in the AY or SY component and not both components so that total number of students served could be better understood.

Data for past participants beyond six years is not necessary. Those individuals should be automatically be dropped. Students who have been stated as Unknown should also be automatically removed. Considering the PSAT or SAT as a standardized test.

To find a way to have all a participant's data on one page, instead of, having to go through multiple pages.

Provide more information about due date well in advance.

As a new Upward Bound Grantee, I have not yet submitted an APR. However, for all future APR's I would hope there is consistency of instructions on completing the report and that the instructions would actually align with the format of the G5 system.

no, as it has improved significantly. We use Blumen

None

At this time, I don't know too much about the APR process to make suggestions.

Find a way to capture data through other sources -- ie FAFSA, Student Clearinghouse, etc.

A transcript of a webinar on how to complete the APR would be very helpful. Hearing from people who have lots of experience in understanding and completing the APR is good, but a transcript would be more useful, because you could skim the parts you understand and spend more time on those parts which may be troublesome for you because of some particular issue you have with a student in an unusual circumstance.

Less fields would be great

Limit the content and reporting for each program. Currently, there are too many items to report on.

an additional two week would help, due to the start of the academic year, being so close to the reporting time.

no

The Tier checks often times seem like a mystery. It would be good if there were more information about them and how they are processed. When asked in webinars the specialists gloss over this information just as much as the technical instructions one gets online.

I do not.

N/A

**Q8. Please name area(s) in the Upward Bound Program that the technical assistance or individualized support received helped you improve.**

The Help desk has been great with APR submission issues.

Webinar on submitting APR  Webinar for new directors

None

Reporting

Can't think of any  Our programs are legacy programs and there has been continuity of staff who are very intelligent and go beyond the average knowledge base of TRIO professionals so we do not need the hand-holding many newer programs need and should have.

Budgeting - Clarity on allowable and non-allowable spending.

N/A

None

The Annual report

Reporting- selecting one software package for across the board reporting.

The webinars have been excellent. Webinars pertaining to various program components throughout the year have been (and will continue to be) very helpful.

N/A

N/A

Getting into the G5 system a year later!

N/A

At the last 'round-table', I can honestly say, I did NOT learn anything new.

I can not think of anything as of now

Intrum report.

N/A

I requested technical assistance only once. It was very brief and turned out to be a glitch in the website.

Record keeping

N/A

The webinars have been helpful with specific questions about regulations that Upward Bound Directors have.

gaining some information when I was writing the grant.

N/A

Answering questions that have different answers depending who you talk to, discussion a problem issue among UB programs to share best practices, and discuss what NOT to do. Lastly, I have received notifications of a deadline with a one-day notice only to find out the request had been made much earlier. Having a webinar of upcoming deadlines and an overview of exactly what is needed would be very helpful.

none

Recordkeeping and fiscal management

When trying to figure out how to upload my grant proposal last year I asked for some assistance and received direction

Best practices as it relates to rural programs and smaller programs. Also creative ways to do residential programs.

1. Best Programming Practices 2. Strategies for Addressing/Implementing Competitive Preference Priorities

My email was incorrect, my program specialist was able to update it for me and provide guidance in submitting the performance report.

N/A

Record keeping

Program Documentation Report Completion and Submission

Individual calls from the Program Specialist regarding topics fro new programs. Webinar for new programs.

Regulations, budget, and key personnel.

No improvement.

The Rules and Regulations of Upward Bound are vague at best. Our program specialist has done an excellent job of clarifying this information when request have been made.

N/A

The impact of the upward bound program within communities at large (students, staff, schools personnel and college and universities personnel)

Immediate response to our request for help.

APR and grant writing

General understanding of the legislation and regulations.  APR

To be honest, I contact the department as a last resort and use COE for technical assistance.

Annual reporting.

N/A

Budget Inquiries  Program Administration

It was helpful to have the program specialist review the new grant within a few months of receiving the grant notification to make sure my supervisor and I understood all that was required. However, it was stressful getting the scheduled time because of the difference between east coast and west coast business hours.

Compliance

N/A

Rapid response via email or phone call from program officer.

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

## CORE QUESTIONS

**Q8. Please identify a good example of collaboration across programs and/or offices that you would offer as a model for the [PROGRAM OFFICE].**

Title I.

**Q22. Please describe how the [PROGRAM OFFICE] could better use technology to deliver its services.**

I would like to be able to submit our NICRA application online, perhaps onto a portal. Right now we have to send through the mail and this can be improved through technology

Submission of the Indirect Cost Proposal via a secured web portal.

The indirect cost group went to a standard indirect cost proposal. No training was provided using technology or in writing. And the indirect cost group staff are unable to review their own standard proposal. Even senior staff do not understand their materials/proposal. Also, it seems the standard proposal changed from year 1 to year 2. This isn't very standard. And no notification of the changes was provided. And no new standard proposal was provided. Every staff member I have worked with lacks competence. None are responsive to questions. Timeliness has no meaning. [Redacted]

Ensure longer lead times for the scheduling of collaboration meetings.

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

Intacct

IDC spreadsheet

email

email

custom excel spreadsheet

e-mail only Indirect Cost Rate Proposal

email

**Q27. Describe your best customer service experience during the past 12 months with the G5 HELPDESK ED analyst who worked with you.**

It was during the one time that we needed support changing a password because the instructions were incorrect on the website. The issue was resolved promptly, and the customer service representative was very helpful and courteous.

Helping get back into account. learning about adding new person to account

Excellent customer service and very responsive.

Our experience in general has been excellent and very professional.

Occasionally my password does not update correctly and the help desk stays on the line with me util the problem is solved

No issues.

Have had no contact with a helpdesk analyst.

DID NOT USE HELP DESK

Very helpful !!!!

In the past 12 months, I didn't need assistance from the Help Desk

Help Desk was friendly and helpful to resolve the issue.

it would be helpful to have read only access to this system.  We have not had good help.

I required assistance with a refund to the department.  The analyst who helped me provided a quick response and was extremely helpful and courteous.  He also followed up to make sure that I was satisfied.
We experienced turn over in key personnel who used the G5 system. And also needed to make updates in order to submit an application. Helpdesk was responsive and very helpful in getting the necessary updates made and helping us understand the process.

Can't remember

I have not had to contact the G5 Helpdesk for any reason in the past 12 months.

I haven't used the helpdesk service during the past 12 months.

Dont think Ive needed to seek G5 helpdesk support in past 12 months.  Always smooth sailing for drawing down funds, and notices of G5 being close for maintenance, are posted well in advance.

Whomever it was that assisted me, that person was very good.

don't recall using the help desk over last 12 months

Making changes to key personnel

**Q28. From your interaction with the G5 HELPDESK during the past 12 months, what is an area that you would recommend for improvement?**

N/A

N/A

No recommendations.

N/A

None.

None, as no contact with the helpdesk.

CURRENTLY NO COMMENTS

none

would be wonderful to allow more than one user on G5--view only. We are a small agency and sometimes it is difficult to get info with out waiting for a user to return.

I did not require much assistance, so do not have anything to recommend. My experience was very positive.

N/A

Account management. Getting locked out frequently or simply the G5 system being down.

Na

N/A

I haven't used the helpdesk during the past 12 months.

My interactions are primarily with drawing down funds. Since everything works very smoothly every time, Ive not had any reason to contact the help desk in awhile.

nonne

Allow more users

No personal interaction

**Q37. Please describe how the G5 Grants Management System could better use technology to deliver its services on 2 of the items listed above.**

I feel the system works fine.

No recommendations.

Confusing instructions for performance report requirements, lack of clarity in what forms to use, and much redundancy between forms (Exec summary, measures chart and descrition, and RPPR are very redundant.). More streamlined reporting and better instructions and ability to locate forms is needed.

N/A

No suggestions at this time.

no suggestions

I am fine with what I do in g 5

The system isn't extremely intuitive.

clarify readers sections

na

The user interface is not very intuitive and seems out of date.

N/A

Idk

N/A

The system has improved in clarity and ease of usage. I hope this continues.

I think everything is great in the area of accessing and drawing down funds. No improvement opportunities readily apparent.

n/a

No personal interaction

Larger text is needed to improve the site and ability to navigate

**Q38. How can the Performance report (data accountability) submission in G5 be improved?**

The submission process is fine.

please see previous response

N/A

No suggestions as personally do not submit reports.

Looks adequate as is.

n/a to me

The system isn't fully aligned with the required performance report requirements. There are places that ask for information that isn't required to be submitted.

Keep data/info updated

na

N/A

Allow a CFO or Director to view all grant information. I was only allowed grant access to the current grant that was opened. I needed to have previous grant history when our audit came around, and I was not granted access.

N/A

Not sure.

Performance report related questions would be best answered by the project managers, since I only deal with the fiscal side of the house. That said, I have heard program managers speak very highly of the system.

n/a

G5 is too restrictive. You can't share good news, or bad, with multiple stakeholders.

No comment

NA

**Q64. Please describe how the [PROGRAM OFFICE] can improve its service to you.**

Reduce processing time for indirect cost proposals, which currently can take up to six months.

This survey is WAY TOO LONG! I am sure you are not going to get reliable responses since too long.

N/A

I mainly deal with the indirect cost rate, and it would be helpful if there was some guidance on forms, schedules, etc.. that need to be submitted. It doesn't seem like there is a very clear listing.

The OCFO might consider looking into the staffing of ICG which appears to be short in staff that results in longer waiting times for the indirect cost rate proposal to be reviewed/approved.

It would be much improved if they were more timely in responses in feedback and assigning an indirect cost rate agreement. It often takes months to get a response or a final approved rate.

Years ago, it was difficult to reach an individual by telephone. Customer service in this area has improved tremendously. Program officers and personnel in the Indirect Cost Office are now super responsive. They provide excellent customer service and are very easy to work with.

Improve the clarity and streamline the redundancies in the reporting material requested.

N/A

no suggestions at this time.

I think the time frame between submission of NICRA and its ultimate approval could be shortened at least by a month. Hopefully the department is adequately staffed.

The service I received is top notch.. couldn't be better

The actual indirect rate proposal is very extensive. It would be helpful if there were specific forms to be filled out. We currently need the assistance of a CPA in order to submit our proposal.

There is a small pool of auditors in our State who have the resources to complete our Annual audit. As such, we are usually behind the State of Hawaii and larger businesses in the auditors priorities. Thus, our audit usually gets completed literally days before it is due and months after our indirect cost rate proposals are due. That puts us in a perpetual 'late' time frame that requires us to ask for an extension. We were offered to submit unaudited financials which is also difficult because of the way our system is converted from an accrual to cash and then reversed at the end of each fiscal year. I don't know how we can fix this because we are at the mercy of the auditors.

no comment

Allow grantees who have received a negotiated indirect rate that approximates 10% to elect the 10% minimum so that they don't have to keep submitting time consuming reports year over year.

Using G5 is cumbersome and not intuitive. Often addressing the technology takes longer than reducing time.

I am a member of another Federal Agency's indirect cost group; most of the questions posed do not apply to the inter-action I have with the Office of Chief Financial services.

Service from the group has been very good. I think as time passes it will get even better.

N/A

We have a 14 hour time difference and we are a day ahead of you. The time differences are a given, so webinars and conference calls are the best we can do.

Don't wait for agencies to contact you. You should be in contact with agencies regarding when the Cost Allocation plan is nearing end date. Why does it take 8 months for the Cost Allocation Plan to be approved. There is NO guidance on what's required. I had no idea where to start..

N/A

We have been very pleased with the service we have received from the office of the CFO.

I have been doing this for over 18 years. I am very good at what I do. The indirect cost group has issues from top to bottom. I am effectively training the negotiator handling my proposal.

Perhaps an occasional webinar or video posted on the website about issues related to indirect cost rate calculations and approaches. That would be great.

I have limited interaction with the Office of Chief Financial Officer, other than that provisional and final indirect cost rate proposals and agreements. There has been vast improvement in the last couple of years. Quicker turnaround for issuing Rate Agreements would be beneficial.

A quicker response to the ICR proposal, to be able to implement the icr programs.

Take positions and stay with them. Quit burying us in bureaucracy.

NA

A training session would be really nice. The indirect cost negotiation process is complicated and it would be great to have a training session given the new submission forms.

## CUSTOM QUESTIONS

**Q6. Please specify the 'Other' cost area you were referring to.**

N/A

n/a

how other orgs. have more than one rate

NA

**Q7. Have your indirect cost proposals been submitted timely by the due date of six months after the end of the fiscal year? If no, please explain the reason why.**

Try to, but sometimes other projects take priority. 2017 proposal was submitted 1st week of January; 2018 proposal submitted 3rd week of January (figuring out new format); 2019 submitted last week of January (death in family).

we had an outside company to do our ICR Proposal and got a 2 mo extention

Long audit, short in personnel

USDOE changing templates

Yes and no; varies by year but by March it\'s usually submitted

Our sudit completion date is often after the ICP due date

sometimes;new acct system

We normally miss the deadline by a few weeks

Our audit is not typically complete by the due date, so we have requested and been granted an extension for the last couple of years.

Not a grant recipient

Some years yes and some no. The SEA has had some major staff turnover this year in particular that affected data submission

The FY 19 was submitted 5 months after the due date due to staff turnover, an extension was granted.

I believe one year the indirect cost calculation was submitted late due to an oversight. This has been corrected.

Our annual audit is not completed at that time.

They were timely the 1st 16 years I prepared them. The last 2 years were late due to the new standard indirect cost proposal. There was no training or training materials provided. And I was unable to get questions answered by the indirect cost group.

Unfortunately, not this year.

audits were not completed

Contractor issues

**Q8. Has the indirect cost group provided the technical assistance needed during reviews when the required documentation was not submitted in the original submission? If no, please explain the reason why.**

not applicable

Not Applicable

Meeting invite was sent today

**Q14. How can the indirect cost group partner with your organization in assuring that submissions are complete and submitted on time and indirect cost rate agreements are issued timely?**

Confirm receipt and provide initial review of submission to identify any gaps.

N/A

I feel like there is not a good listing of what is needed for a proposal.

It is suggested that ICG schedule the review within 30 days upon receipt of the indirect cost rate proposal.

We indicate when our new year start. Have the rate agreements available at least a week before the year start.

None.

Better communication and meeting established timelines, including timelines for an approved rate

N/A

Provide assistance prior to submission and once negotiation has begun, keep on track.

A faster turnaround time on approved rates would greatly benefit our organization, especially before the new fiscal year starts. On years when the rate has been submitted on-time, it took a year or more to get our approved rates back.

no comment

n/a

Change our due date

not sure, will be contacting them for the last two yrs rates.

Not sure as staffing turnover issues are not a known quantity

Notification of upcoming training conduction by the Indirect Cost Group.

Better training materials for how to prepare the indirect cost rate proposal

NA

via email

current practices are sufficient

Since Sarbanes-Oxley, our annual audit is no longer performed on a schedule that allows us to submit a complete proposal by the six month deadline. This is something we are working to improve internally.
I have no suggestions. The submissions are complete and timely...with the exception of the past 2 years. The last 2 years extensions were requested and ignored. However, both submissions were complete. Review of the current year's proposal started April 4 and ended April 16. The proposal was then allegedly sent to management. On June 13 I started receiving questions again. The majority of these questions were answered via e-mail in writing in April. The same e-mails were forwarded to the indirect cost group with the same information. When I first started receiving questions some of them didn't make sense. I finally asked about a couple numbers being questioned because they did not appear on the proposal. I was sent a screen shot of the Statement of Total Costs and someone from the indirect cost group had changed numbers my proposal. It should be noted that the changes made no sense and should not have been made. It was never communicated to me that these changes had been made. I would also like to note that last year's proposal was submitted in March and not approved until late September. So my answer of 90-120 days was the only choice available on the survey. The correct answer is 180 days after submission. No meaningful or significant changes were made to my submission and the rates were not changed as a result of the review. I have been doing this for 18 years and have zero confidence in the indirect cost group [redacted]. My current negotiator has no understanding whatsoever of the indirect cost proposal I submitted. And it is their standard proposal not mine.
If the deadline could be pushed back to Sep instead of Jun that would be helpful because sometimes we need to request an extension to file our 990 which is due in Sep. Each year, we apply for grants in the spring but dont know what we'll win until the fall, so sometime we dont know whether or not our direct cost base will be large enough to support the cost of a single audit, so we need to delay filing until after mid-year. If small non-profits having gross receipts of less than $3-5 million per year had the option to submit an ICRP or just accept the flat 10% rate, that would be extremely helpful as well.

more timely focus [redacted]

stay in touch

A training seminar would help.

# Appendix D: Explanation of Significant Difference Scores

## Explanation of Significant Difference Scores

There are tables depicted throughout this report that compare 2018 to 2017 scores and note significant differences. The following provides some background on how CFI calculates and reports significant differences.

Whether a significant difference exists between two scores (mean scores reported on a 0 to 100 scale) depends on the sample size, the standard deviation and the level of significance selected. CFI employed a 90 percent level of confidence to check for significant difference on all questions. This is the standard level used in most of our studies. However, standard deviation and sample size vary from question to question. Therefore, some questions may show a small difference in scores as being significant, while others show a much larger difference not being significantly different.

In CFI's studies standard deviation, which is a measure of how dispersed scores are around the mean, typically ranges from 15 to 30 points for any given question as reported on a 0 to 100 scale. A higher standard deviation results in a larger confidence interval around a score (less precision), so a larger difference in scores would be required to be significant.

To further illustrate how the dispersion of scores affects significance testing between two sets of scores, two examples are provided. In the first example, for a given question, 350 responses were collected in both year one and year two. Ratings for the question were very similar among respondents in both years so the standard deviation was 15 points in both years, e.g. there was little dispersion around the mean. In this case if we used a 90 percent level of confidence to test for significance, a difference in scores between years one and two of less than 2 points would be required to be significant.

Now in the second example, the same number of responses (350) is collected each year but for this question the ratings are not very similar among respondents. In fact, the standard deviation is 30 points instead of 15 in both years, so scores are more dispersed around the mean. Now using the same 90% level of confidence to test for significance would require nearly a four-point (3.7) difference in scores between years one and two to be significant.

With respect to sample size, larger sample sizes result in smaller confidence intervals. Thus, larger sample sizes require smaller differences in score to be significant.