

U.S. Department of Education

# **Office of Acquisition, Grants and Risk Management**

## **2023 Grantee Satisfaction Survey**

### **Final Report 2023**





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## Chapter I

### Introduction and Methodology

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

### Segment Choice

A total of 73 programs across five different program Offices participated in the 2023 Grantee Satisfaction Survey for the U.S. Department of Education. Many of the participating programs survey their grantees each year while others cycle in periodically.

### Data Collection

Each of the 73 participating programs provided a list of grantees to be contacted for the survey. Data collection took place from April 10 to June 11, 2023, through e-mail invitations that directed respondents to an online survey.

In order to increase response rates, reminder e-mails were sent periodically to those who had not yet completed the survey and phone call reminders were also placed. A total of 2,965 valid responses were collected for a response rate of 50%. Response rates by program are shown on the following pages and range from 17% to 100%.





## 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 a 90% confidence interval. Table 2 includes those programs that did not have enough responses to meet that threshold. 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: Completed surveys representative of entire program population (90% confidence interval)**

Program	Invites	Completes	Response Rate	ACSI
Native American and Alaska Native Children in School Program	16	16	100%	82
National Professional Development Program	94	70	74%	81
Adult Education and Family Literacy Act (AEFLA) Program	57	42	74%	72
Carl D. Perkins Career and Technical Education State Directors	54	29	54%	80
Native Hawaiian Career and Technical Education Program	4	4	100%	82
Native American Career and Technical Education Program	35	30	86%	85
RSA Vocational Rehabilitation Program	78	34	44%	61
Independent Living Services for Older Individuals Who Are Blind (IL-OIB)	56	35	63%	68
Strengthening Institutions Program	200	93	47%	77
Ronald E. McNair Post-Baccalaureate Achievement Program	200	93	47%	66
Upward Bound	200	82	41%	75
Foreign Language and Area Studies Fellowships (FLAS)	121	34	28%	78
Talent Search	200	117	59%	75
Upward Bound Math and Science	200	69	35%	72
Strengthening Historically Black Colleges and Universities (HBCU) Program	98	32	33%	81
Veterans Upward Bound	68	28	41%	66
Student Support Services	200	93	47%	71
GEAR UP - Historical	169	104	62%	72
Undergraduate International Studies and Foreign Language	70	33	47%	83
National Resource Centers Program	108	43	40%	80
Educational Opportunity Centers (EOC)	185	80	43%	74
Graduate Assistance in Areas of National Need (GAANN)	161	61	38%	75
Minority Science and Engineering Improvement Program	95	32	34%	89
Improving Basic Programs Operated by Local Educational Agencies Program	52	39	75%	73
Supporting Effective Instruction State Grants (Title II, Part A)	52	37	71%	67
Payments for Federally Connected Children (Section 7003)	200	114	57%	80
21st Century Community Learning Centers	54	42	78%	76
Student Support and Academic Enrichment	52	46	88%	79
Project Prevent	11	11	100%	87
English Language Acquisition State Grants (Title III, Part A)	52	46	88%	63
Migrant Education Programs (Title I, Part C)	46	38	83%	76
Grants for State Assessments	52	35	67%	73
Teacher and School Leader Incentive Grants (ESEA II-B-1)	34	23	68%	70
Comprehensive Literacy State Development	27	18	67%	78
Replication and Expansion of High-Quality Charter Schools	25	17	68%	61
Education Innovation and Research Programs	147	104	71%	77



Program	Invites	Completes	Response Rate	ACSI
Magnet Schools Assistance Program	63	30	48%	85
Indian Education Formula Grants to Local Education Agencies Program	200	87	44%	77
Education for Homeless Children and Youth Program	55	45	82%	78
REAP-Rural and Low Income School (RLIS) Program	49	28	57%	84
REAP-Small, Rural School Achievement (SRSA) Program	200	73	37%	81
Payments for Federal Property (Section 7002)	198	92	46%	82
Demonstration Grants for Indian Children/Special Projects for Indian Children	113	48	42%	85
Neglected and Delinquent State and Local Agency Programs	52	37	71%	59
Teacher Quality Partnership Program	80	29	36%	69
School Climate Transformation Grants (LEAs) Program	69	42	61%	85
Native Hawaiian Education Act Program/Education of Native Hawaiian	68	44	65%	88
Alaska Native Education Program	79	42	53%	73
Innovative Approaches to Literacy Program	40	31	78%	88
High School Equivalency Program - Migrant Education	53	48	91%	88
College Assistance Migrant Program	61	47	77%	88
Full-Service Community Schools (ESEA IV-F-2, section 4625)	42	37	88%	73
School Based Mental Health Grant Program	110	55	50%	71
<b>Overall</b>	<b>5,005</b>	<b>2,639</b>	<b>53%</b>	



**Table 2: All other programs surveyed**

Program	Invites	Completes	Response Rate	ACSI
IDEA – State Directors of Special Education (Part B) Program	60	11	18%	78
IDEA – Part C Infants and Toddlers with Disabilities Program	59	20	34%	72
Rehabilitation Long-Term Training Program	84	25	30%	77
IDEA National Centers Program	34	16	47%	77
State Personnel Development Grants	40	19	48%	83
Group Projects Abroad Program	22	10	45%	87
Tribally Controlled Colleges and Universities (TCCU)-Part A Program	70	15	21%	75
Centers of Excellence for Veterans Student Success (CEVSS)	48	21	44%	77
Doctoral Dissertation Research Abroad (DDRA)	43	18	42%	68
Training Program for Federal TRIO Programs	12	2	17%	58
Predominantly Black Institutions (PBI) Competitive	22	14	64%	80
Asian American and Native American Pacific Islander Institutions Program	38	13	34%	75
Charter Schools Program (CSP) Grants to State Entities	41	21	51%	56
Promise Neighborhoods	24	14	58%	69
Supporting Effective Educator Development Program	40	20	50%	73
Charter School Programs Credit Enhancement Grants	29	8	28%	64
Assistance for Arts Education Development and Dissemination Program	29	17	59%	72
American Rescue Plan Emergency Assistance to Non-Public Schools (ARP EANS)	93	28	30%	63
Elementary and Secondary School Emergency Relief Fund	73	22	30%	54
Mental Health Demonstration Grants Program	27	12	44%	80
<b>Overall</b>	<b>888</b>	<b>326</b>	<b>37%</b>	

## 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. The 2023 questionnaire was largely unchanged from the previous year. Display logic within the questionnaire was applied to tighten the survey by only presenting relevant questions to grantees based on their specific experiences.

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 for most programs. The appendix 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.

Respondents also had the opportunity to evaluate a set of custom questions for each program with which they worked, as identified by the sample.



## Chapter II

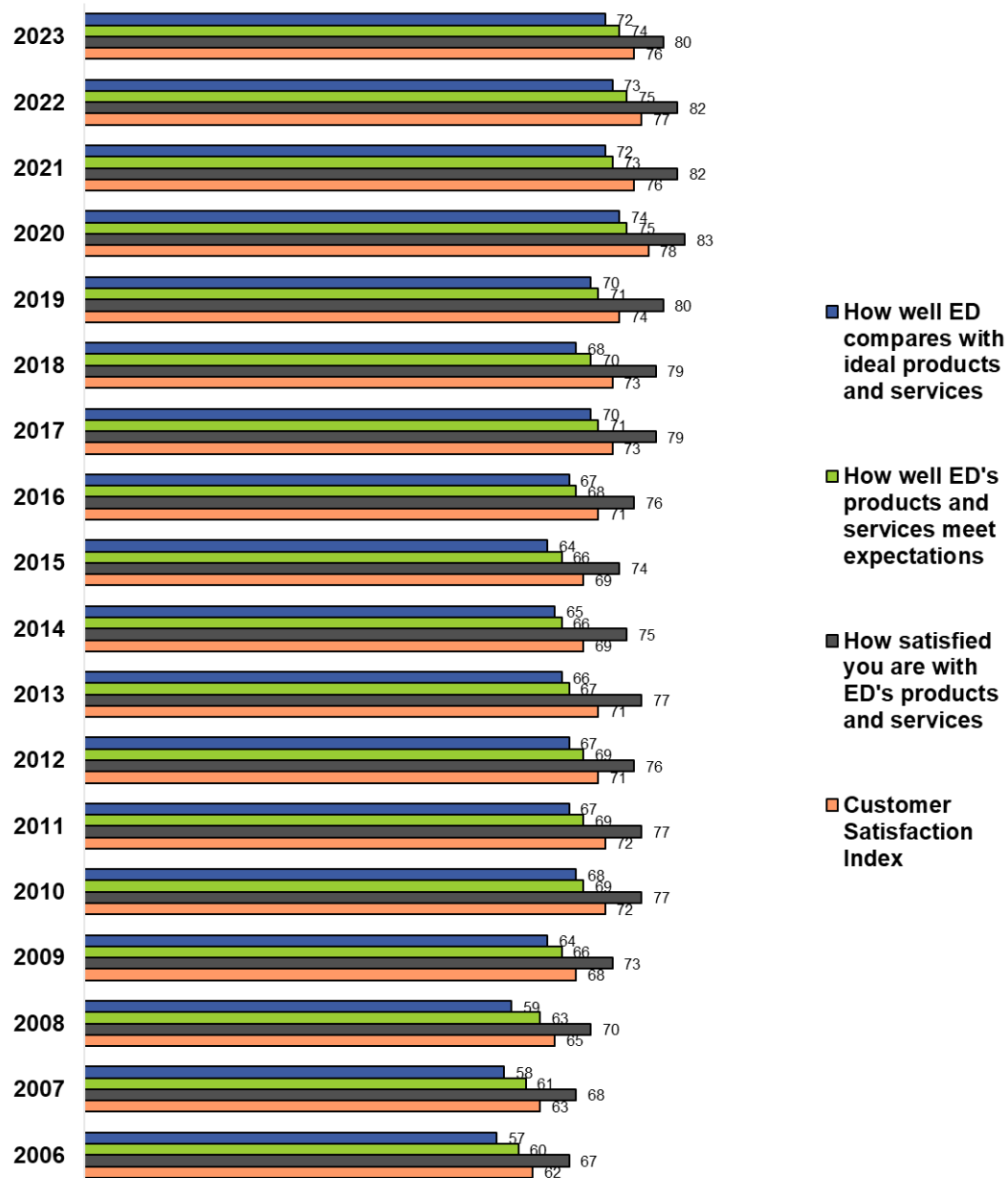
### Survey Results

#### Customer Satisfaction

The **American Customer Satisfaction Index (ACSI)** is a weighted average of three questions: Q41, Q42 and Q43, 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; satisfaction compared to expectations; and satisfaction compared to an 'ideal' organization.

The **2023 Customer Satisfaction Index** for the Department of Education grantees is **76**, 1 point lower than the 2022 measurement and still at the top end of its historical average at the aggregate level.

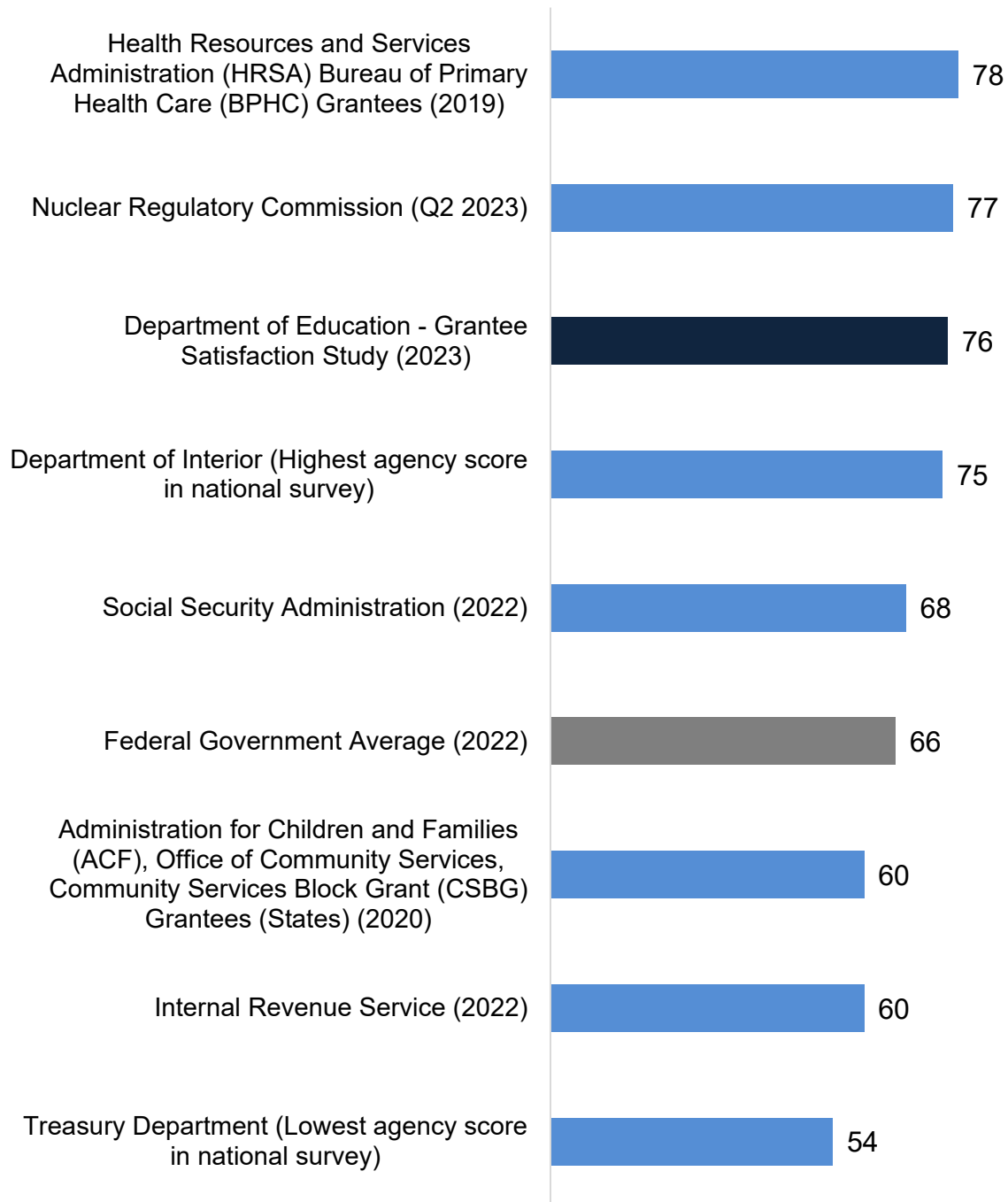
#### Customer Satisfaction Index: 2006 – 2023





### Satisfaction Benchmarks

The chart below compares the satisfaction score of the Department with satisfaction scores from other federal agencies recently measured and the most recent annual overall federal government average. Education Department (ED) grantees rated their satisfaction 10 points higher than the overall Federal Government average, a rating of the Government's services by a representative sample of the U.S. population.

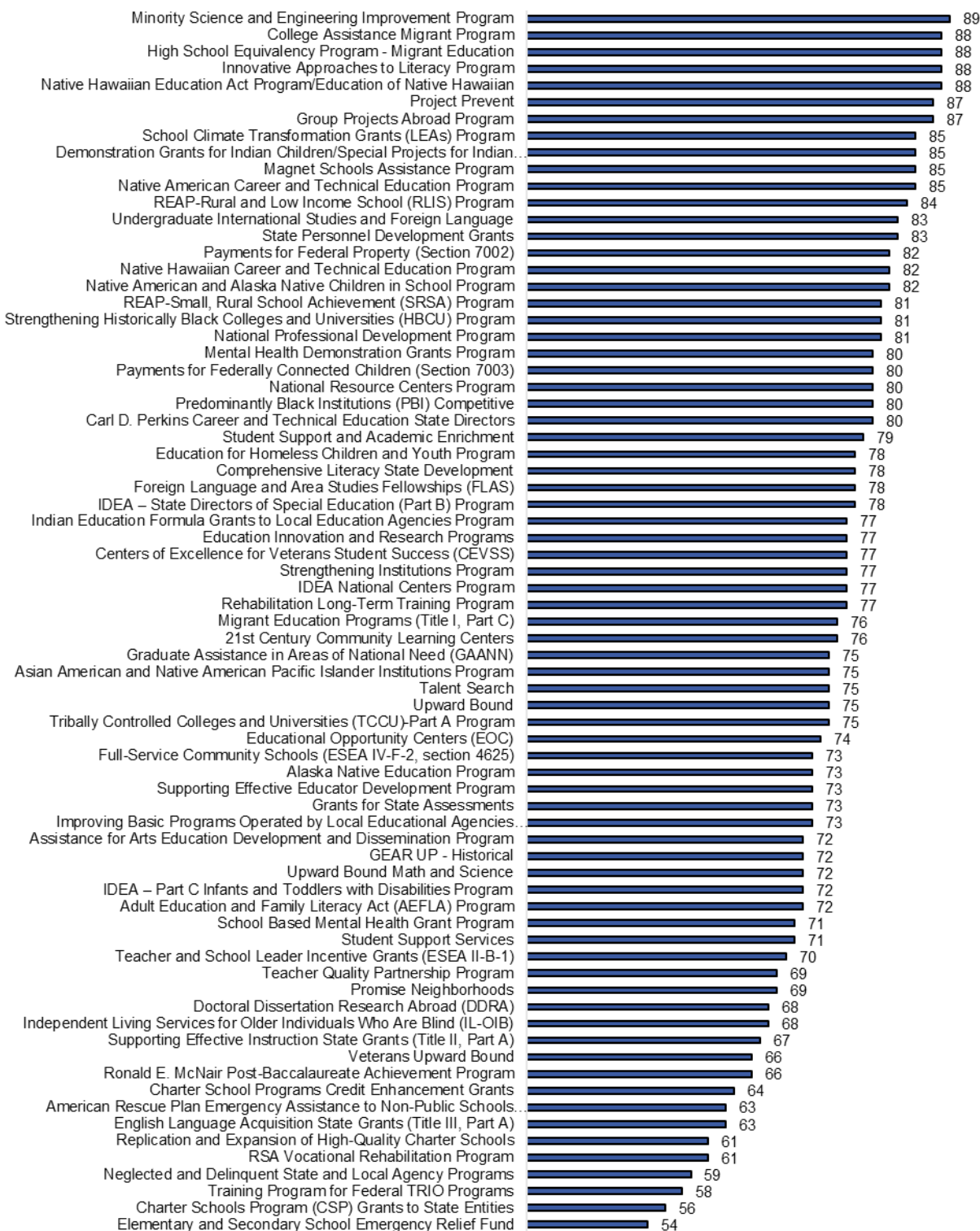




## Grantee Satisfaction Survey

**Customer Satisfaction Index - Scores by Program**

The chart below lists the 2023 ACSI score for all 73 participating programs. Satisfaction ranges from 54 to 89 at the individual program level.





## 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 gray ovals alongside each driver represent performance or component scores on a 0 to 100 scale. The numbers in the blue boxes 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.

To the right of Customer Satisfaction in the model is Trust. This metric is considered an "outcome" of customer satisfaction. Its score is measured independently from satisfaction or any driver. The score of 83 for Trust is unchanged from a year ago and remains at a very high level that demonstrates the high level of confidence that grantees have in the efforts of their grant's sponsoring office.

### 2023 U.S. Department of Education Grantee Satisfaction Model



*\*An impact for the Information in Application Package component is not calculated at the aggregate level given its low sample size relative to the total number of respondents*



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 (82 to 87), the Customer Satisfaction Index would increase by the amount of its impact, 1.1 points, (from 76 to 77.1). *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. In the same way that drivers impact satisfaction, Satisfaction itself impacts Trust. The impact value of 4.3 associated with Trust implies that a 5-point improvement in Customer Satisfaction will yield a 4.3-point improvement in the Trust rating.





## Drivers of Customer Satisfaction

### Technical Assistance

#### Impact 1.6

The Technical Assistance component of the grantee experience was rated a 79 this year, a 1-point decline from last year's measurement. The high impact value of 1.6 suggests that dedicating additional resources to the improvement of Technical Assistance is worthwhile as any increases are likely to have a demonstrable effect on satisfaction.

The first aspect grantees were asked to rate is their grant program's ability to successfully use technical assistance to help them learn how to implement their grant program or project. This attribute was rated an 81, a strong score but also a 2-point decline from the 2022 rating. Technical Assistance services are, on average, very effective in helping grantees with their implementations. With that said, this important aspect of the grantee experience needs to stay at the forefront of ED's strategic initiatives to ensure no further declines lead to meaningful erosion of the high satisfaction that has been built up over time.

Modest 1-point declines were recorded for three Technical Assistance-related attributes: enhancing staff skills necessary for successful program management improved (79), using evidence-based practices in implementing program activities (78), and assistance with developing resource materials for program use (76). With scores in the mid-to-upper-70s, these elements of the grantee experience are still proving to be positive aspects at the aggregate level. Individual programs should examine their specific ratings to learn if larger declines are not occurring in these impactful areas. For those programs or offices where larger score declines have happened, these areas are prime candidates for resource allocation given the high impact the Technical Assistance component has on overall grantee satisfaction and trust.

Creating opportunities to share best practices via learning groups was unchanged at a score of 79. Open-ended feedback from grantees suggests that there remains a strong appetite for peer-to-peer collaboration, making this area a top priority in maintaining a high score.

Finally, grantees were asked if they receive technical assistance from an ED-funded technical assistance provider such as regional laboratories or comprehensive centers. The 16% of all respondents who said they do receive such support rated the helpfulness in learning to implement their grant project of this ED-funded support at an exceptional 86, a 1-point improvement from 2022.

Technical Assistance remains a strength for the Department but also an area that needs continued focused attention. Playing such an instrumental role in the satisfaction of grantees and providing them with the information and guidance necessary for successful grant implementation, any meaningful score declines in this area could have a detrimental effect on the grantee experience and the objectives of the grants themselves. The generally strong scores for Technical Assistance serve as a signal that current providers are doing a good job of supporting grantees in carrying out the mission of their grants.

#### Technical Assistance - Aggregate Scores

	2022 Scores	2023 Scores	Difference	Significant Difference
<b>Technical Assistance</b>	<b>80</b>	<b>79</b>	<b>-1</b>	
TA services provided in helping successfully implement grant programs/projects	83	81	-2	↓
Enhancing staff skills needed for successful program management	80	79	-1	
Using evidence-based practices in implementing program activities	79	78	-1	
Assistance with developing resource materials for use in the program	77	76	-1	
Creating opportunities to share best practices via learning groups	79	79	0	
ED-Funded TA Provider helpfulness in your learning to implement grant project	85	86	1	



	2022 Scores	2023 Scores	Difference	Significant Difference
Sample Size	2,120	2,559		

*Arrows indicate a statistically significant difference from 2022 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 62 to 95. Charter Schools Program (CSP) Grants to State Entities scored the lowest in 2023 after an 8-point drop since 2021. Grantees of the Group Projects Abroad Program gave the Technical Assistance they receive a nearly perfect score.

The open-ended feedback collected regarding technical assistance services shows a great amount of appreciation for regularly held sessions where program officers answer grantee questions and provide innovative ideas for grant implementation strategies. Peer-to-peer collaboration is an important component of these sessions, where grantees can connect with other individuals faced with similar situation and challenges. Hearing about how others have solved a problem or established a best practice is instrumental in rising the tide of the program-level Technical Assistance performance ratings as well as overall grantee satisfaction.

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

<b>Program (Technical Assistance)</b>	<b>Score</b>
Group Projects Abroad Program	95
Native Hawaiian Career and Technical Education Program	92
National Resource Centers Program	92
Minority Science and Engineering Improvement Program	92
Project Prevent	92
Native American Career and Technical Education Program	91
State Personnel Development Grants	91
Undergraduate International Studies and Foreign Language	90
Innovative Approaches to Literacy Program	89
School Climate Transformation Grants (LEAs) Program	88
Native Hawaiian Education Act Program/Education of Native Hawaiian	88
High School Equivalency Program - Migrant Education	88
Native American and Alaska Native Children in School Program	87
Foreign Language and Area Studies Fellowships (FLAS)	87
College Assistance Migrant Program	87
Mental Health Demonstration Grants Program	87
Magnet Schools Assistance Program	86
REAP-Rural and Low Income School (RLIS) Program	86
Demonstration Grants for Indian Children/Special Projects for Indian Children	85
National Professional Development Program	84
IDEA – State Directors of Special Education (Part B) Program	84
Carl D. Perkins Career and Technical Education State Directors	83
Centers of Excellence for Veterans Student Success (CEVSS)	83
Strengthening Historically Black Colleges and Universities (HBCU) Program	83
Graduate Assistance in Areas of National Need (GAANN)	82
21st Century Community Learning Centers	82
Rehabilitation Long-Term Training Program	81
IDEA National Centers Program	81
Strengthening Institutions Program	81
Doctoral Dissertation Research Abroad (DDRA)	81
Upward Bound	81
Improving Basic Programs Operated by Local Educational Agencies Program	81
Comprehensive Literacy State Development	81
Indian Education Formula Grants to Local Education Agencies Program	81
Student Support and Academic Enrichment	80
Education Innovation and Research Programs	80
Education for Homeless Children and Youth Program	80
REAP-Small, Rural School Achievement (SRSA) Program	80
Independent Living Services for Older Individuals Who Are Blind (IL-OIB)	79
Talent Search	79
Migrant Education Programs (Title I, Part C)	79
IDEA – Part C Infants and Toddlers with Disabilities Program	78
Educational Opportunity Centers (EOC)	78



Program (Technical Assistance)	Score
Grants for State Assessments	78
Predominantly Black Institutions (PBI) Competitive	77
Upward Bound Math and Science	76
Veterans Upward Bound	76
Promise Neighborhoods	76
Adult Education and Family Literacy Act (AEFLA) Program	75
GEAR UP - Historical	75
Asian American and Native American Pacific Islander Institutions Program	75
Supporting Effective Instruction State Grants (Title II, Part A)	75
Supporting Effective Educator Development Program	75
Teacher Quality Partnership Program	75
Full-Service Community Schools (ESEA IV-F-2, section 4625)	74
Ronald E. McNair Post-Baccalaureate Achievement Program	73
Student Support Services	73
Tribally Controlled Colleges and Universities (TCCU)-Part A Program	72
School Based Mental Health Grant Program	72
Assistance for Arts Education Development and Dissemination Program	71
RSA Vocational Rehabilitation Program	69
Teacher and School Leader Incentive Grants (ESEA II-B-1)	69
Neglected and Delinquent State and Local Agency Programs	69
Training Program for Federal TRIO Programs	67
Charter School Programs Credit Enhancement Grants	67
Alaska Native Education Program	66
English Language Acquisition State Grants (Title III, Part A)	65
Replication and Expansion of High-Quality Charter Schools	64
American Rescue Plan Emergency Assistance to Non-Public Schools (ARP EANS)	64
Charter Schools Program (CSP) Grants to State Entities	62
Payments for Federally Connected Children (Section 7003)	--
Payments for Federal Property (Section 7002)	--
Elementary and Secondary School Emergency Relief Fund	--

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



## Documents

### Impact 1.1

The Documents driver, which measures aspects of the written correspondence provided to grantees and non-regulatory guidance, fell 1 point this year to an overall rating of 82. The decrease comes as the result of modest drops in several attributes that make up the Documents component. The clarity (82), organization of the information (83), sufficiency of detail (81) and comprehensiveness (80) each fell 1 point at the aggregate level compared to 2022. The rating of the relevance of the content remained the same at a strong score of 83.

Documents has been, and continues to be, a strength of the overall support the department provides to grantees. With an overall rating in the 80s in each of the last four annual surveys, there are no apparent weaknesses in the correspondence and non-regulatory guidance provided.

The open-ended feedback regarding this area includes many comments that the routine correspondence they receive is sufficient and appreciated. There are some suggestions for improvement, however, including a desire for more specificity in the FAQs and more proactive information. Examples of specific desired changes to specific documentation can be found in the open-ended feedback section of this report (Appendix C).

Note that Office of Postsecondary Education respondents are not asked the questions in the Documents section of the questionnaire.

### Documents - Aggregate Scores

	2022 Scores	2023 Scores	Difference	Significant Difference
<b>Documents</b>	<b>83</b>	<b>82</b>	<b>-1</b>	
Clarity	83	82	-1	
Organization of information	84	83	-1	
Sufficiency of detail to meet your program needs	82	81	-1	
Relevance to your areas of need	83	83	0	
Comprehensiveness in addressing the scope of issues that you face	81	80	-1	
<b>Sample Size</b>	<b>1,519</b>	<b>1,812</b>		

Arrows indicate a statistically significant difference from 2022 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, ranging from 66 to 92. Of the 50 programs that rated Documents, 30 of them rated the component at an 80 or above.

**Documents - Scores by Program**

Program (Documents)	Score
Native Hawaiian Career and Technical Education Program	92
College Assistance Migrant Program	92
Native Hawaiian Education Act Program/Education of Native Hawaiian	91
High School Equivalency Program - Migrant Education	91
REAP-Rural and Low Income School (RLIS) Program	90
Carl D. Perkins Career and Technical Education State Directors	89
Innovative Approaches to Literacy Program	89
Native American and Alaska Native Children in School Program	88
National Professional Development Program	88
IDEA – State Directors of Special Education (Part B) Program	88
Demonstration Grants for Indian Children/Special Projects for Indian Children	88
School Climate Transformation Grants (LEAs) Program	87
Payments for Federally Connected Children (Section 7003)	85
Magnet Schools Assistance Program	85
Education for Homeless Children and Youth Program	85
Mental Health Demonstration Grants Program	85
IDEA National Centers Program	84
Student Support and Academic Enrichment	84
REAP-Small, Rural School Achievement (SRSA) Program	84
Payments for Federal Property (Section 7002)	84
Native American Career and Technical Education Program	83
Improving Basic Programs Operated by Local Educational Agencies Program	83
Comprehensive Literacy State Development	83
Migrant Education Programs (Title I, Part C)	82
Education Innovation and Research Programs	82
Rehabilitation Long-Term Training Program	81
Indian Education Formula Grants to Local Education Agencies Program	81
Assistance for Arts Education Development and Dissemination Program	81
Adult Education and Family Literacy Act (AEFLA) Program	80
Grants for State Assessments	80
Project Prevent	79
Supporting Effective Educator Development Program	79
Full-Service Community Schools (ESEA IV-F-2, section 4625)	79
Supporting Effective Instruction State Grants (Title II, Part A)	78
21st Century Community Learning Centers	78
School Based Mental Health Grant Program	78
Teacher and School Leader Incentive Grants (ESEA II-B-1)	77
Alaska Native Education Program	77
IDEA – Part C Infants and Toddlers with Disabilities Program	75
RSA Vocational Rehabilitation Program	75
Promise Neighborhoods	75
American Rescue Plan Emergency Assistance to Non-Public Schools (ARP EANS)	75
English Language Acquisition State Grants (Title III, Part A)	74
Independent Living Services for Older Individuals Who Are Blind (IL-OIB)	72
Elementary and Secondary School Emergency Relief Fund	72
Teacher Quality Partnership Program	71
Replication and Expansion of High-Quality Charter Schools	68
Neglected and Delinquent State and Local Agency Programs	68
Charter Schools Program (CSP) Grants to State Entities	67
Charter School Programs Credit Enhancement Grants	66
State Personnel Development Grants	--
Strengthening Institutions Program	--
Group Projects Abroad Program	--
Tribally Controlled Colleges and Universities (TCCU)-Part A Program	--
Ronald E. McNair Post-Baccalaureate Achievement Program	--
Centers of Excellence for Veterans Student Success (CEVSS)	--
Doctoral Dissertation Research Abroad (DDRA)	--



Program (Documents)	Score
Training Program for Federal TRIO Programs	--
Upward Bound	--
Foreign Language and Area Studies Fellowships (FLAS)	--
Talent Search	--
Predominantly Black Institutions (PBI) Competitive	--
Upward Bound Math and Science	--
Strengthening Historically Black Colleges and Universities (HBCU) Program	--
Veterans Upward Bound	--
Student Support Services	--
GEAR UP - Historical	--
Undergraduate International Studies and Foreign Language	--
National Resource Centers Program	--
Asian American and Native American Pacific Islander Institutions Program	--
Educational Opportunity Centers (EOC)	--
Graduate Assistance in Areas of National Need (GAANN)	--
Minority Science and Engineering Improvement Program	--

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



## Grant Performance Reporting Requirements

### Impact 1.0

The Grant Performance Reporting Requirements component fell 1 point in 2023, with modest declines in each of the individual attributes that compose this section.

The highest rated of the attributes continues to be the ease of submitting reports electronically with an overall score of 80. The clarity of reporting requirements and the availability of assistance and usefulness of the data in helping improve grant projects are other strengths of the reporting process. Grantees also continue to provide high scores for the availability of assistance in completing reports (79) and the clarity of the reporting requirements (78) though these figures have declined from last year's survey.

In looking for ways to improve the Grant Performance Reporting Requirements component, educating grantees on how their submitted data is being used remains a priority. This attribute's overall score of 69 is the lowest of any survey item and the sentiment is backed up by open-ended feedback that speaks to desire to have a dialogue with Department staff regarding the details of their reporting. While some grantees may feel they do not need a dedicated conversation about the information they have submitted, some grantees indicated they do not even receive an acknowledgement that the report has been submitted and received. Department staff should prioritize communication with grantees after performance reports have been submitted that confirms receipt and offers an opportunity to review the report together at the appropriate time.

### Grant Performance Reporting Requirements - Aggregate Scores

	2022 Scores	2023 Scores	Difference	Significant Difference
<b>Grant Performance Reporting Requirements</b>	<b>77</b>	<b>76</b>	<b>-1</b>	↓
Clarity of reporting requirements	79	78	-1	
Ease of obtaining data you are required to report	75	74	-1	
Ease of submitting report(s) electronically	82	80	-2	↓
Availability of assistance in completing your report(s)	81	79	-2	↓
Usefulness of the data to help you improve your grant program/project	78	76	-2	↓
Your understanding of how ED uses your data	70	69	-1	
<b>Sample Size</b>	<b>2,223</b>	<b>2,666</b>		

Arrows indicate a statistically significant difference from 2022 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D.





The margin between the highest and lowest Grant Performance Reporting Requirements scores at the program level is 46 points. Grantees of programs with the highest scores in this area are appreciative of the Excel-based reporting that is conducive to how their data is already available and makes the process intuitive.

***Grant Performance Reporting Requirements - Scores by Program***

<b>Program (Grant Performance Reporting Requirements)</b>	<b>Score</b>
High School Equivalency Program - Migrant Education	91
College Assistance Migrant Program	90
Minority Science and Engineering Improvement Program	88
Innovative Approaches to Literacy Program	88
Native Hawaiian Career and Technical Education Program	87
Native Hawaiian Education Act Program/Education of Native Hawaiian	86
IDEA – State Directors of Special Education (Part B) Program	83
State Personnel Development Grants	83
Predominantly Black Institutions (PBI) Competitive	83
Strengthening Historically Black Colleges and Universities (HBCU) Program	83
Magnet Schools Assistance Program	83
School Climate Transformation Grants (LEAs) Program	83
Adult Education and Family Literacy Act (AEFLA) Program	82
Carl D. Perkins Career and Technical Education State Directors	82
Project Prevent	82
REAP-Rural and Low Income School (RLIS) Program	82
Assistance for Arts Education Development and Dissemination Program	82
Native American and Alaska Native Children in School Program	81
Comprehensive Literacy State Development	80
Education for Homeless Children and Youth Program	80
REAP-Small, Rural School Achievement (SRSA) Program	80
Strengthening Institutions Program	79
Graduate Assistance in Areas of National Need (GAANN)	79
Demonstration Grants for Indian Children/Special Projects for Indian Children	79
Mental Health Demonstration Grants Program	79
Native American Career and Technical Education Program	78
IDEA National Centers Program	78
Centers of Excellence for Veterans Student Success (CEVSS)	78
Talent Search	78
Educational Opportunity Centers (EOC)	78
Indian Education Formula Grants to Local Education Agencies Program	78
Supporting Effective Educator Development Program	78
IDEA – Part C Infants and Toddlers with Disabilities Program	77
Tribally Controlled Colleges and Universities (TCCU)-Part A Program	77
Upward Bound	77
Supporting Effective Instruction State Grants (Title II, Part A)	77
Teacher Quality Partnership Program	77
Rehabilitation Long-Term Training Program	76
Veterans Upward Bound	76
Student Support Services	76
Asian American and Native American Pacific Islander Institutions Program	76
Student Support and Academic Enrichment	76
Migrant Education Programs (Title I, Part C)	76
Upward Bound Math and Science	75
GEAR UP - Historical	75
21st Century Community Learning Centers	75
Alaska Native Education Program	75
National Professional Development Program	74
Group Projects Abroad Program	73
Improving Basic Programs Operated by Local Educational Agencies Program	73



Program (Grant Performance Reporting Requirements)	Score
Teacher and School Leader Incentive Grants (ESEA II-B-1)	73
Ronald E. McNair Post-Baccalaureate Achievement Program	72
Foreign Language and Area Studies Fellowships (FLAS)	72
Grants for State Assessments	72
Doctoral Dissertation Research Abroad (DDRA)	71
National Resource Centers Program	71
Full-Service Community Schools (ESEA IV-F-2, section 4625)	71
RSA Vocational Rehabilitation Program	70
Promise Neighborhoods	70
Education Innovation and Research Programs	69
School Based Mental Health Grant Program	69
Independent Living Services for Older Individuals Who Are Blind (IL-OIB)	68
English Language Acquisition State Grants (Title III, Part A)	66
Undergraduate International Studies and Foreign Language	64
Neglected and Delinquent State and Local Agency Programs	64
Replication and Expansion of High-Quality Charter Schools	63
Charter Schools Program (CSP) Grants to State Entities	57
American Rescue Plan Emergency Assistance to Non-Public Schools (ARP EANS)	56
Charter School Programs Credit Enhancement Grants	50
Elementary and Secondary School Emergency Relief Fund	45
Training Program for Federal TRIO Programs	--
Payments for Federally Connected Children (Section 7003)	--
Payments for Federal Property (Section 7002)	--

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

**ED Staff/Coordination***Impact 0.9*

The ED Staff/Coordination driver score fell 2 points in 2023 but maintains its place as a key strength of the grantee experience with a rating of 86. ED Staff are lauded for their professionalism and knowledge of legislation and policies that affect various grant programs. The responsiveness to questions attribute score decreased a single point to 84. Responsiveness is a particularly important attribute as other staff scores are often influenced by how quickly and efficiently grantees are able to connect with knowledgeable staff.

Although the Department continues to experience strong attribute scores from top to bottom in this area, moving forward, attention should be paid to ensuring that program officers are equipped with the most up-to-date information and are able to provide expedient and quick service when grantees reach out for assistance. The knowledge demonstrated by staff and the consistency of responses across offices have declined by more than a point in 2023. As the direct resource grantees are interfacing with from the Department, the service provided by program officers and other senior leadership will always be paramount to building and maintaining a positive experience in carrying out a grant's goals and objectives.

**ED Staff/Coordination - Aggregate Scores**

	2022 Scores	2023 Scores	Difference	Significant Difference
<b>ED Staff/Coordination</b>	<b>88</b>	<b>86</b>	<b>-2</b>	↓
Knowledge of relevant legislation, regulations, policies, and procedures	90	88	-2	↓
Responsiveness to your questions	85	84	-1	
Professionalism	93	92	-1	↓
Sufficiency of legal guidance in responses	86	85	-1	↓
Communication about changes that may affect your program	87	85	-2	↓
Consistency of responses with ED staff from different program offices	85	82	-3	↓
Collaboration with other ED programs or offices in providing relevant services	85	83	-2	↓
<b>Sample Size</b>	<b>2,432</b>	<b>2,898</b>		

Arrows indicate a statistically significant difference from 2022 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D.



ED Staff/Coordination component scores range from 69 to 96 at the program level. Grantees of all 73 programs rated this aspect of their experience and the program-level score met or exceeded 80 for all but nine programs.

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

Program (ED Staff/Coordination)	Score
Native American Career and Technical Education Program	96
Group Projects Abroad Program	96
National Resource Centers Program	96
College Assistance Migrant Program	96
Carl D. Perkins Career and Technical Education State Directors	95
Native Hawaiian Career and Technical Education Program	95
Minority Science and Engineering Improvement Program	95
Project Prevent	95
Innovative Approaches to Literacy Program	95
Native American and Alaska Native Children in School Program	94
State Personnel Development Grants	94
Native Hawaiian Education Act Program/Education of Native Hawaiian	94
Foreign Language and Area Studies Fellowships (FLAS)	93
REAP-Rural and Low Income School (RLIS) Program	93
High School Equivalency Program - Migrant Education	93
IDEA National Centers Program	92
Magnet Schools Assistance Program	92
Payments for Federal Property (Section 7002)	92
School Climate Transformation Grants (LEAs) Program	92
National Professional Development Program	91
Undergraduate International Studies and Foreign Language	91
Education Innovation and Research Programs	91
Improving Basic Programs Operated by Local Educational Agencies Program	90
Payments for Federally Connected Children (Section 7003)	90
Education for Homeless Children and Youth Program	90
Grants for State Assessments	89
Demonstration Grants for Indian Children/Special Projects for Indian Children	89
IDEA – State Directors of Special Education (Part B) Program	88
Rehabilitation Long-Term Training Program	88
Strengthening Institutions Program	88
Doctoral Dissertation Research Abroad (DDRA)	88
21st Century Community Learning Centers	88
Centers of Excellence for Veterans Student Success (CEVSS)	87
Strengthening Historically Black Colleges and Universities (HBCU) Program	87
Asian American and Native American Pacific Islander Institutions Program	87
Graduate Assistance in Areas of National Need (GAANN)	87
Indian Education Formula Grants to Local Education Agencies Program	87
Talent Search	86
GEAR UP - Historical	86
Supporting Effective Instruction State Grants (Title II, Part A)	86
Student Support and Academic Enrichment	86
Migrant Education Programs (Title I, Part C)	86
REAP-Small, Rural School Achievement (SRSA) Program	86
Full-Service Community Schools (ESEA IV-F-2, section 4625)	86
Assistance for Arts Education Development and Dissemination Program	86
IDEA – Part C Infants and Toddlers with Disabilities Program	85
Independent Living Services for Older Individuals Who Are Blind (IL-OIB)	85
Supporting Effective Educator Development Program	85
Tribally Controlled Colleges and Universities (TCCU)-Part A Program	84
Mental Health Demonstration Grants Program	84
Adult Education and Family Literacy Act (AEFLA) Program	83
Upward Bound	83



Program (ED Staff/Coordination)	Score
Predominantly Black Institutions (PBI) Competitive	83
Promise Neighborhoods	83
School Based Mental Health Grant Program	83
Student Support Services	82
Teacher Quality Partnership Program	82
Charter School Programs Credit Enhancement Grants	82
Upward Bound Math and Science	81
Educational Opportunity Centers (EOC)	81
Comprehensive Literacy State Development	81
Alaska Native Education Program	81
Veterans Upward Bound	80
English Language Acquisition State Grants (Title III, Part A)	80
American Rescue Plan Emergency Assistance to Non-Public Schools (ARP EANS)	79
Neglected and Delinquent State and Local Agency Programs	77
Elementary and Secondary School Emergency Relief Fund	77
Training Program for Federal TRIO Programs	76
RSA Vocational Rehabilitation Program	75
Replication and Expansion of High-Quality Charter Schools	74
Teacher and School Leader Incentive Grants (ESEA II-B-1)	73
Ronald E. McNair Post-Baccalaureate Achievement Program	72
Charter Schools Program (CSP) Grants to State Entities	69

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



## Online Resources

### Impact 0.6

The Online Resources section of the questionnaire specifically asks respondents to rate the Online Resources of their program's content on the ED.gov (or OESE.ED.gov) website. Some programs with separate external websites asked for feedback of those resources within their custom question section of the questionnaire, with those results reported in Appendix B. The overall Online Resources score fell 2 points to a rating of 73. After achieving its peak score of 76 in 2021, this component rating has dropped in consecutive surveys.

The Online Resources attributes have far less variation between them compared with most other drivers at the aggregate level. The ability to accomplish the reason of visiting the site is rated a 74, unchanged from 2022. All other attributes dropped slightly this year, including 2-point declines for quality of content (74), accuracy of search results (74), ability to navigate the site (73) and the site's look and feel (72).

Improvement opportunities suggested by grantees directly include the need to refresh data and information to ensure the site's content is current, including more content for current grantees (as opposed to prospective grantees), and an increased use of graphics and human-centered design that creates a less overwhelming user experience.

### Online Resources - Aggregate Scores

	2022 Scores	2023 Scores	Difference	Significant Difference
<b>Online Resources</b>	<b>75</b>	<b>73</b>	<b>-2</b>	↓
Ability to find specific information	74	73	-1	
Quality of content	76	74	-2	↓
Ability to accomplish what you want on the site	74	74	0	
Accuracy of search results	76	74	-2	↓
Ability to navigate within the site	75	73	-2	↓
Look and feel/Visual appearance	74	72	-2	↓
<b>Sample Size</b>	<b>2,333</b>	<b>2,716</b>		

Arrows indicate a statistically significant difference from 2022 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D.



Online Resources scores range from 52 to 89. Programs at the lower end of the spectrum are encouraged to review their specific attribute ratings to find the greatest areas for opportunity for improvement. Respondents are also asked for suggestions on how their program's online content can be improved which can serve as very valuable information at the program level. Open-ended feedback can be found in Appendix C of this report.

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

<b>Program (Online Resources)</b>	<b>Score</b>
Native Hawaiian Career and Technical Education Program	89
Minority Science and Engineering Improvement Program	89
Training Program for Federal TRIO Programs	87
Innovative Approaches to Literacy Program	86
Project Prevent	85
REAP-Rural and Low Income School (RLIS) Program	84
Native Hawaiian Education Act Program/Education of Native Hawaiian	83
Magnet Schools Assistance Program	82
Carl D. Perkins Career and Technical Education State Directors	81
Payments for Federal Property (Section 7002)	81
School Climate Transformation Grants (LEAs) Program	81
Native American and Alaska Native Children in School Program	80
High School Equivalency Program - Migrant Education	80
College Assistance Migrant Program	80
National Professional Development Program	79
IDEA – State Directors of Special Education (Part B) Program	79
Centers of Excellence for Veterans Student Success (CEVSS)	79
Comprehensive Literacy State Development	79
Strengthening Institutions Program	78
Payments for Federally Connected Children (Section 7003)	78
Native American Career and Technical Education Program	77
Foreign Language and Area Studies Fellowships (FLAS)	77
REAP-Small, Rural School Achievement (SRSA) Program	77
Predominantly Black Institutions (PBI) Competitive	76
National Resource Centers Program	76
Indian Education Formula Grants to Local Education Agencies Program	76
Tribally Controlled Colleges and Universities (TCCU)-Part A Program	75
Upward Bound	75
Strengthening Historically Black Colleges and Universities (HBCU) Program	75
Rehabilitation Long-Term Training Program	74
Group Projects Abroad Program	74
Education Innovation and Research Programs	74
Education for Homeless Children and Youth Program	74
Demonstration Grants for Indian Children/Special Projects for Indian Children	74
Teacher Quality Partnership Program	74
American Rescue Plan Emergency Assistance to Non-Public Schools (ARP EANS)	74
School Based Mental Health Grant Program	74
Mental Health Demonstration Grants Program	74
Adult Education and Family Literacy Act (AEFLA) Program	73
Talent Search	73
Undergraduate International Studies and Foreign Language	73
Graduate Assistance in Areas of National Need (GAANN)	73
21st Century Community Learning Centers	73
Migrant Education Programs (Title I, Part C)	73
Teacher and School Leader Incentive Grants (ESEA II-B-1)	73
Veterans Upward Bound	72
Supporting Effective Instruction State Grants (Title II, Part A)	72
Supporting Effective Educator Development Program	72
Asian American and Native American Pacific Islander Institutions Program	71



Program (Online Resources)	Score
Educational Opportunity Centers (EOC)	71
Upward Bound Math and Science	70
Student Support Services	70
GEAR UP - Historical	70
Alaska Native Education Program	70
Ronald E. McNair Post-Baccalaureate Achievement Program	68
Assistance for Arts Education Development and Dissemination Program	67
IDEA National Centers Program	66
Promise Neighborhoods	66
RSA Vocational Rehabilitation Program	65
Full-Service Community Schools (ESEA IV-F-2, section 4625)	65
Charter School Programs Credit Enhancement Grants	65
Independent Living Services for Older Individuals Who Are Blind (IL-OIB)	64
Improving Basic Programs Operated by Local Educational Agencies Program	64
Elementary and Secondary School Emergency Relief Fund	64
Grants for State Assessments	63
Replication and Expansion of High-Quality Charter Schools	63
Doctoral Dissertation Research Abroad (DDRA)	61
English Language Acquisition State Grants (Title III, Part A)	61
Neglected and Delinquent State and Local Agency Programs	60
Charter Schools Program (CSP) Grants to State Entities	57
IDEA – Part C Infants and Toddlers with Disabilities Program	52
State Personnel Development Grants	--
Student Support and Academic Enrichment	--

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





## Information in Application Package

Grantees of OPE and OELA programs were asked about the ease of locating and understanding the information in their respective application packages. The overall score of 86 is made up of the OPE rating of 86 and the OELA rating of 90. All sections of the application package continue to receive very high ratings in terms of how easy they are to find and understand. The highest scores are associated with the Deadline for Submission (89) and Program Contact (88). The Review Process (82) and Budget Information and Forms (82) present the greatest opportunity for improvement. As with many other components of the grantee experience, ratings for the Information in Application Package attributes are down slightly from a year ago.

### Information in Application Package - Aggregate Scores

	2022 Scores	2023 Scores	Difference	Significant Difference
<b>Information in Application Package</b>	<b>87</b>	<b>86</b>	<b>-1</b>	
Program Purpose	89	87	-2	↓
Program Priorities	88	86	-2	↓
Selection Criteria	86	85	-1	
Review Process	83	82	-1	
Budget Information and Forms	83	82	-1	
Deadline for Submission	91	89	-2	↓
Dollar Limit on Awards	88	86	-2	↓
Page Limitation Instructions	87	86	-1	
Formatting Instructions	84	85	1	
Program Contact	90	88	-2	↓
<b>Sample Size</b>	<b>862</b>	<b>1,019</b>		

Arrows indicate a statistically significant difference from 2022 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 82 to 100. The Information in Application Package questions were answered by grantees from a total of 24 different programs.

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

Program (Information in Application Package)	Score
Training Program for Federal TRIO Programs	100
Minority Science and Engineering Improvement Program	96
Centers of Excellence for Veterans Student Success (CEVSS)	92
Strengthening Historically Black Colleges and Universities (HBCU) Program	92
National Professional Development Program	91
Strengthening Institutions Program	91
Group Projects Abroad Program	89
Predominantly Black Institutions (PBI) Competitive	88
Asian American and Native American Pacific Islander Institutions Program	88
Doctoral Dissertation Research Abroad (DDRA)	87
Undergraduate International Studies and Foreign Language	87
National Resource Centers Program	87
Graduate Assistance in Areas of National Need (GAANN)	87
Native American and Alaska Native Children in School Program	86
Upward Bound	86
Foreign Language and Area Studies Fellowships (FLAS)	86
Ronald E. McNair Post-Baccalaureate Achievement Program	85
GEAR UP - Historical	84
Talent Search	83
Upward Bound Math and Science	83
Veterans Upward Bound	83
Tribally Controlled Colleges and Universities (TCCU)-Part A Program	82
Student Support Services	82
Educational Opportunity Centers (EOC)	82
Adult Education and Family Literacy Act (AEFLA) Program	--
Carl D. Perkins Career and Technical Education State Directors	--
Native Hawaiian Career and Technical Education Program	--
Native American Career and Technical Education Program	--
IDEA – State Directors of Special Education (Part B) Program	--
IDEA – Part C Infants and Toddlers with Disabilities Program	--
RSA Vocational Rehabilitation Program	--
Rehabilitation Long-Term Training Program	--
IDEA National Centers Program	--
State Personnel Development Grants	--
Independent Living Services for Older Individuals Who Are Blind (IL-OIB)	--
Improving Basic Programs Operated by Local Educational Agencies Program	--
Supporting Effective Instruction State Grants (Title II, Part A)	--
Payments for Federally Connected Children (Section 7003)	--
21st Century Community Learning Centers	--
Student Support and Academic Enrichment	--
Project Prevent	--
English Language Acquisition State Grants (Title III, Part A)	--
Migrant Education Programs (Title I, Part C)	--
Grants for State Assessments	--
Teacher and School Leader Incentive Grants (ESEA II-B-1)	--
Charter Schools Program (CSP) Grants to State Entities	--
Comprehensive Literacy State Development	--
Replication and Expansion of High-Quality Charter Schools	--
Education Innovation and Research Programs	--
Magnet Schools Assistance Program	--
Indian Education Formula Grants to Local Education Agencies Program	--
Education for Homeless Children and Youth Program	--



Program (Information in Application Package)	Score
REAP-Rural and Low Income School (RLIS) Program	--
REAP-Small, Rural School Achievement (SRSA) Program	--
Promise Neighborhoods	--
Supporting Effective Educator Development Program	--
Payments for Federal Property (Section 7002)	--
Demonstration Grants for Indian Children/Special Projects for Indian Children	--
Neglected and Delinquent State and Local Agency Programs	--
Teacher Quality Partnership Program	--
School Climate Transformation Grants (LEAs) Program	--
Native Hawaiian Education Act Program/Education of Native Hawaiian	--
Alaska Native Education Program	--
Innovative Approaches to Literacy Program	--
High School Equivalency Program - Migrant Education	--
College Assistance Migrant Program	--
Full-Service Community Schools (ESEA IV-F-2, section 4625)	--
Charter School Programs Credit Enhancement Grants	--
Assistance for Arts Education Development and Dissemination Program	--
American Rescue Plan Emergency Assistance to Non-Public Schools (ARP EANS)	--
Elementary and Secondary School Emergency Relief Fund	--
School Based Mental Health Grant Program	--
Mental Health Demonstration Grants Program	--

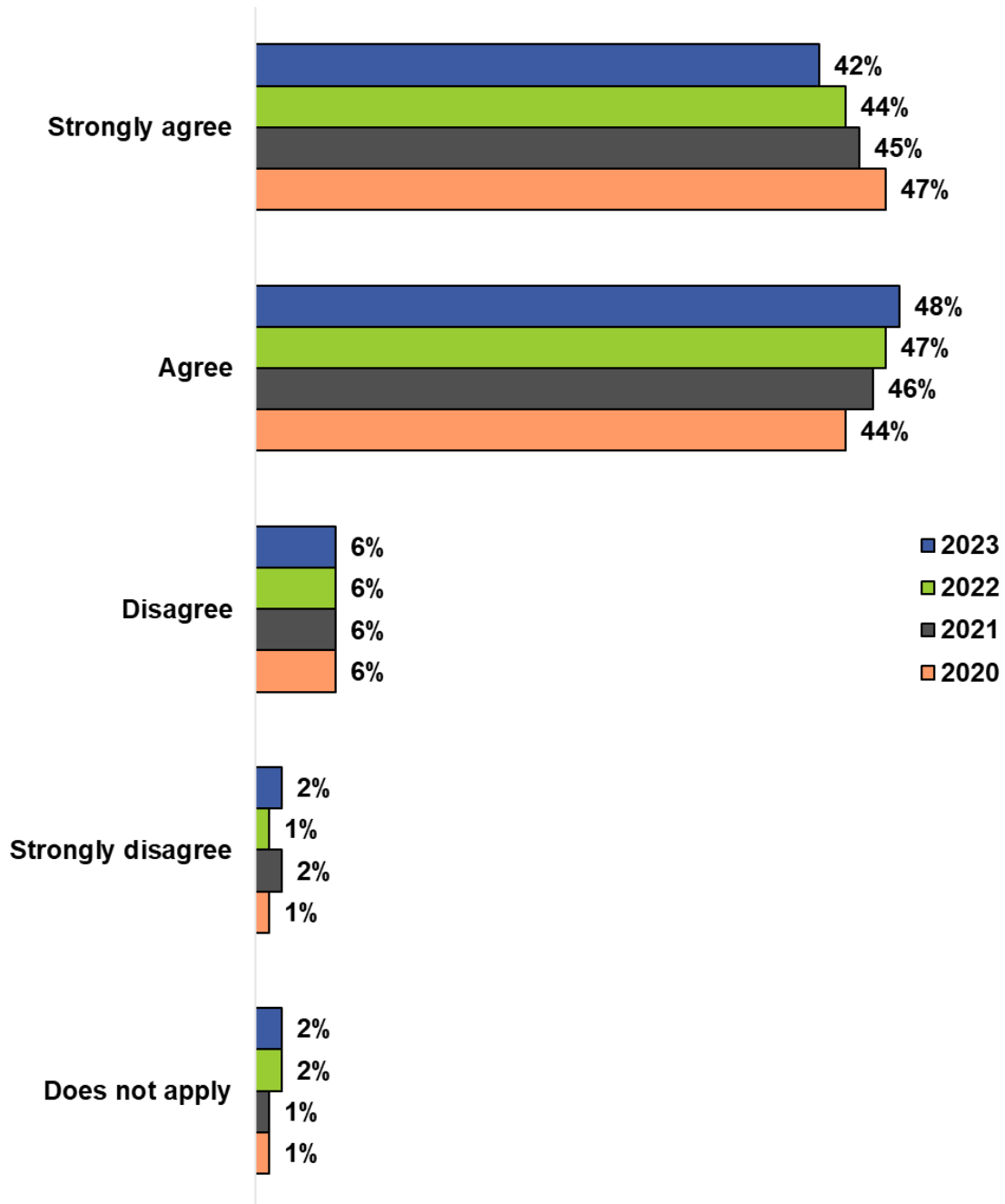
Scores are not listed for programs where the questions were not asked.



## 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, 90% responded ‘Agree’ or ‘Strongly Agree’. This includes 42% of grantees who fall into the ‘Strongly Agree’ category. While satisfaction remains high, there has been a notable and consistent trend away from the most satisfied group (i.e., the “Strongly Agree” category) toward a slightly lesser satisfied group (i.e., the “Agree” category).

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



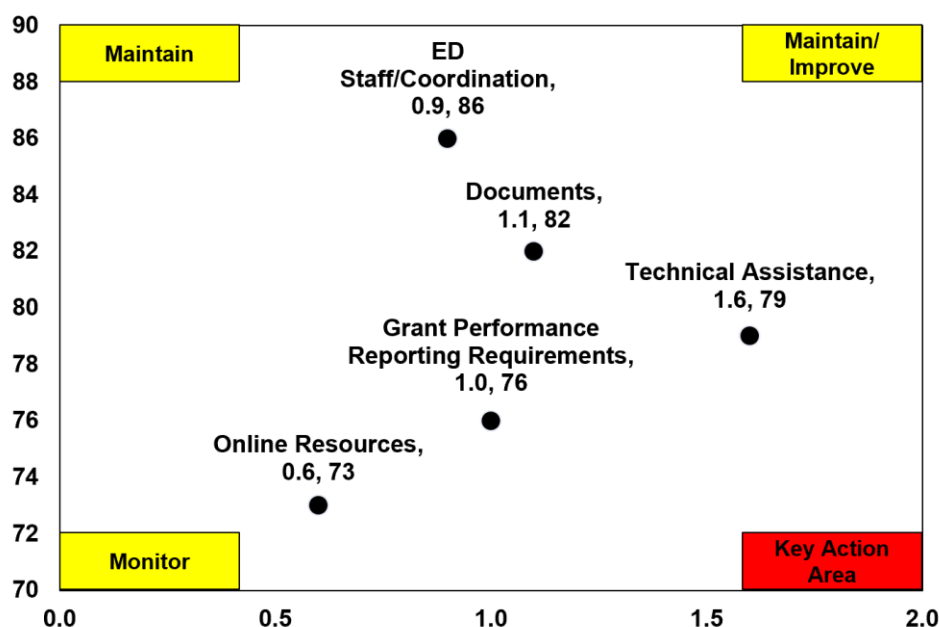


## Chapter III

### Summary and Recommendations

After a significant jump in the CSI score in 2020, grantee satisfaction has remained elevated from its prior levels in the 60s and low-70s. 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 (priority matrix) shows the performance and impact of each driver area. 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 5-point improvement in that area.

Components that approach the lower right-hand quadrant indicate an area with a relatively low score and high impact, making efforts for improving these aspects more of a priority. For many programs, the Grant Performance Reporting Requirements and Technical Assistance components approach or fall into the Key Action Areas quadrant of the priority matrix.



## Key Action Areas

By virtue of their relatively lower scores and higher impact values at the aggregate level, Grant Performance Reporting Requirements and Technical Assistance can be considered Key Action Areas. While neither area has a low score in absolute terms, ratings at the aggregate level of 76 and 79 are relatively lower compared to most other components of the grantee experience.

Technical Assistance has the highest impact value of 1.6 points at the aggregate level. Special attention should be paid to connecting grantees with peers of similar institutions for collaboration opportunities. While collaboration seems to have increased overall in recent years, there is still an opportunity to enhance the value of shared sessions so that best practices can be adopted to the highest degree possible by ensuring strategies that work for one organization are being shared with others in a similar situation.

The Grant Performance Reporting Requirements component contains more variability among its attributes than any other area. The understanding grantees have of how their submitted data is used is consistently rated at the low end of the spectrum. Grantees would benefit from dialogue with program staff to discuss their submitted annual reports and how they could be improved in the future. After a 3-point improvement last year, this rating is down a point to a score of 69 in 2023. Lengthy conversations are not necessary in most circumstances but an acknowledgement of receipt and the offer to discuss if the grantee prefers are good targets for boosting this score higher and improving the overall report submission process.

## Monitor

The Online Resources component appears in the Monitor quadrant of the priority matrix chart. Its low to moderate impact value means that other aspects of the grantee experience have a higher degree of influence on satisfaction at this time. However, the content available on the ED.gov (or OESE.ED.gov) website is still important in providing grantees with useful resources available at their convenience. A common suggestion from grantees is to replace outdated information on the site and present a user interface that makes it easy to find information without the overuse of text that makes the site feel too dense.

## Maintain

Consistently the highest rated driver of satisfaction, the ED Staff/Coordination remains an important area to maintain. Grantees have come to expect a high level of service from federal program staff because of the established strong performance. Responsiveness is a key attribute of this area and prompt replies to grantees should always be a priority. The Documents driver appears near the center of the priority matrix. At the aggregate level, the written correspondence provided to grantees meets their needs and is seen as a valuable resource. Specific results can be examined at the program level to ensure the content provided has been consistent and on par with the overall average among all surveyed programs. The same is true of the Information in Application Package component for OPE and OELA programs, who use that component in lieu of the Documents set of questions presented to grantees of the other Offices.



## Results by Program

In the Results by Program portion of this report, each specific program's results are summarized. 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 rebounded slightly in 2023, improving by 1-point to a score of 82. Compared to last year's survey results, four of the six drivers of satisfaction received an improved rating while only one driver rating showed decline. ED Staff/Coordination continues to lead as the highest rated driver in 2023 with a score of 94 and indicates ED staff not only display a high level of professionalism during interactions with grantees but are also highly responsive to grantee questions and consistent in their response with other ED programs or offices in providing relevant services. Documents, which measures the written communication provided to grantees, experienced a small 1-to-2 point dip in most attribute scores; however, a 7-point improvement in relevance to your areas of need (90) compensated for the slightly decreased scores to keep the overall Documents driver at an excellent rating of 88 and the second highest scoring driver of satisfaction. The most improved aspect of the grantee experience from 2022 to 2023 for Native American and Alaska Native Children in School Program grantees was Technical Assistance (87), increasing 12-points from last year. This boost in rating can partly be explained by the double-digit score improvement for both TA services provided in helping successfully implement grant programs/projects (90, +16) and creating opportunities to share best practices via learning groups (88, +14). Despite being the only driver to decline compared to last year, Information in Application Package retained an exceptional rating with an overall score of 86. Attributes of this driver were scored between a low of 83 for review process and 90 for deadline for submission, dollar limit on awards, and program contacts. Satisfaction driver Grant Performance Reporting Requirements (81) also improved 7-points from 2022, surpassing Online Resources (80) and making it the lowest scoring driver in general and a potentially new opportunity for improvement. In the custom question section of the survey, Native American and Alaska Native Children in School Program grantees indicated a notable improvement in both the technical assistance received from their program officer (92) and the usefulness of the OELA website (79) with a 12-point improvement for each.

#### National Professional Development Program

Satisfaction of the National Professional Development program grantees improved by 1-point in 2023 to a score of 81, indicating the continued efforts to improve grantee experiences are on the right track. Satisfaction drivers ED Staff/Coordination and Information in Application Package were again the highest rated drivers in 2023, each with an exceptional overall score of 91 for the third consecutive year. Individual components of these two drivers were all rated favorably by grantees and were given a score in the mid-80's to mid-90's with the highest being deadline for submission (95), and the lowest rated being review process (84), both of which are found in the Information in Application Package driver section. Documents, which measures the written communication provided to grantees, bounced back to a score of 88 this year following a 2-point decline in 2022. This improvement can partially be attributed to the excellent component scores given to both clarity (90) and organization of information (91). With an overall score of 84, Technical Assistance was the next highest scoring driver of satisfaction. In this section, grantees indicated a noticeable improvement in creating opportunities to share best practices via learning groups as seen by an 11-point improvement compared to last year, for a score of 86. Similar to Technical Assistance, the rating for Online Resources improved 5-points compared to 2022 for an overall score of 79. All six attribute scores of the Online Resources driver increased 4 to 5-points in 2023 and range from a low of 78 for ability to find specific info, ability to navigate within the site, and look and feel/visual appearance, to 80 for accuracy of search results. The lowest scoring driver, and the only driver to decrease in score compared to last year was Grant Performance Reporting Requirements which dipped 2-points to a score of 74. While grantees find the usefulness of the data to help them improve their grant program/project (79) favorable, their understanding of how ED uses their data (67) was identified as the



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lowest rated component in this section and presents an opportunity for improvement. In the custom questions section of the survey, grantees indicated a slight improvement in all four component scores compared to 2022 with the greatest being a 5-point improvement to usefulness of NCELA website (86).



**Office of Career, Technical, and Adult Education (OCTAE)****Adult Education and Family Literacy to the State Directors of Adult Education**

Satisfaction of the Adult Education and Family Literacy program grantees declined in 2023 from 77 to 72. This 5-point dip in satisfaction lands 6-points below the OCTAE-wide average score of 78, making it the lowest program satisfaction within OCTAE and providing the greatest opportunity for improvement. Despite the comparatively low satisfaction, all six drivers of satisfaction were rated good to excellent by grantees with scores ranging from a low of 73 for Online Resources, to a high of 83 for ED Staff/Coordination. Reflected by excellent component scores primarily in the 80's and an outstanding score of 92 for professionalism, ED Staff/Coordination remains a highlight in the grantee experience. Following closely with an overall score of 82, Grant Performance Reporting Requirements improved 3-points, making it the most improved driver score compared to 2022 results. In this section, grantees indicated a 10-point improvement in ease of obtaining data you are required to report (79) but there remains an appetite for a better understanding of how ED uses grantees data (75) as reflected by its 3-point decline. After a 1-point improvement in 2022, Online Resources declined 6-points to become the lowest scoring driver in 2023 with an overall score of 73 and present the greatest opportunity for improvement. Grantees pointed to the ability to find specific information and the accuracy of search results as the most troublesome components in this section, each with a relatively low score of 72. Documents, which measures the written communication provided to grantees, also declined slightly from last year, but remained in the excellent score range with an overall score of 80. Component scores in the Documents section ranged from 77 for sufficiency of detail to meet your program needs and comprehensiveness in addressing the scope of issues that you face, to 84 for relevance to your areas of need. Unchanged from its 2022 score, Technical Assistance was rated a 75 by grantees where component scores fluctuated from a 4-point decline for using evidence-based practices in implementing program activities, to a 4-point improvement for enhancing staff skills needed for successful program management. In the custom questions section of the survey, grantees indicated both relevance of information (88) and usefulness to your program (88) as strengths of the program, and website – ability to accomplish what you want on the site (77) and website – accuracy of search results (77) to be relatively lower scoring areas posing opportunities for improvement despite their strong score.

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

In 2023, grantees of the Carl D. Perkins Career & Technical Education Program rated their satisfaction at 80. After a moderate decline in 2022, this 4-point climb in satisfaction lands 2-points above the OCTAE-wide average and suggests efforts to improve the grantee experience are paying off. Grantees of the Carl D. Perkins Career & Technical Education Program once again rated all five drivers of satisfaction favorably with an improvement in all five driver scores ranging from a low of 81 in Online Resources to an exceptional 95 for ED Staff/Coordination. ED staff's professionalism during their interaction with grantees was a highlight for many and received a near perfect rating of 99. Closely followed by responsiveness to grantee questions (97), both components contribute to making ED Staff/Coordination the highest rated driver in 2023. Satisfaction drivers Grant Performance Reporting Requirements (82) and Documents (89) both increased 6-points for the most improved drivers from 2022. Documents, which measures the written communication provided to grantees was the second highest scoring driver in 2023 where grantees pointed to the excellent organization of the information (91) and the documents high relevance to their areas of need (90) as the leading attributes contributing to the excellent overall rating. Grant Performance Reporting Requirements also showed an improvement in all six attribute scores with the highest being availability of assistance in completing your report(s) (92); however, with a relatively low score of 71, ease of obtaining data you are required to report was indicated to be a hardship with grantees and presents an opportunity for improvement. Despite being the lowest scoring driver and a possible area for improvement, the Online Resources (81) available to grantees was found to be a useful tool. Attributes in this section were all rated very strongly with the lowest being 79 for accuracy of search results. In the Technical Assistance (83) section, grantees identified creating opportunities to share best practices via learning groups as the most improved attribute in 2023, jumping 12-points to a score of 82. Similarly, grantees level of trust in the office to meet their organizational needs increased 7-points for an overall score of 92. In the custom questions section of the survey, grantees identified improvements in the CAR's user-friendliness (80) with a 9-point increase from last year and the usefulness and relevance of project director meetings in providing TA with a 7-point increase.



### **Native Hawaiian Career and Technical Education Program**

Native Hawaiian Career and Technical Education Program grantees rated their overall satisfaction an 82 in 2023, declining slightly from last year, but still landing 4-points above the OCTAE-wide average of 78. As in 2022, all five drivers of satisfaction received exceptional ratings ranging in the high 80's to mid-90's. ED Staff/Coordination leads as the highest rated driver with an exceptional score of 95. Despite the small number of respondents, collaboration with other ED programs or offices in providing relevant services received a perfect score of 100 from grantees and was the driving force, along with responsiveness to questions (97) and sufficiency of legal guidance in responses (97), that made ED Staff/Coordination the top scoring driver for the second consecutive year. Both drivers Technical Assistance and Documents, which measures the written communication provided to grantees, were given a strong score of 92. All five attributes contained in the Documents section were scored 92 or above and suggest this is an area of strength for the Native Hawaiian Career and Technical Education Program. In the Technical Assistance section, grantees indicated a spectacular effort in creating opportunities to share best practices via learning groups with another perfect score of 100 but identified using evidence-based practices in implementing program activities (83) as a possible area of improvement with its relatively low score. Grantees rated Grant Performance Reporting Requirements with a strong score of 87. Similarly in this section, despite a 13-point improvement, grantees understanding of how ED uses their data (69) continues to trail as the lowest rated attribute across all drivers. With an overall score of 89, Online Resources was also rated favorably by grantees. In the custom questions section of the survey, grantees were asked, for the first time, to rate the usefulness and relevance of the Community of Practice meeting in providing technical assistance where an impressive score of 89 was given. Other attributes in this section either declined slightly or remained unchanged, but all continue to receive very strong scores of 89 or above in 2023.

### **Native American Career and Technical Education Program**

Satisfaction of the Native American Career and Technical Education Programs grantees improved 4-points in 2023 to an overall score of 85. This excellent rating lands 7-points above the OCTAE-wide average satisfaction of 78 and suggests continued efforts to improve the grantee experience are paying off. Drivers of satisfaction ranged from 77 for Online Resources, all the way up to and exceptional 96 for ED Staff/Coordination. Rising in score once again to a near perfect rating, staff's professionalism (99) during their interactions with grantees and responsiveness to grantee questions (98) continue to be a highlight of the grantee experience and drive ED Staff/Coordination to the highest scoring driver in 2023. Following closely, Technical Assistance was rated at an excellent 91. Attributes in this section all scored considerably well with scores of 90 or above and suggest Technical Assistance is a strength of the Native American Career and Technical Education Program. The most improved driver compared to 2022 was Grant Performance Reporting Requirements which climbed 11-points for an overall score of 78. Four of six attributes in this section showed a 10-point or more improvement with the most notable being ease of submitting report(s) electronically (75) climbing 15-point from last year. Online Resources (77), despite being the lowest scoring driver and presenting the greatest opportunity for additional development, also reflected healthy improvements among all six attribute scores compared to 2022 results. Further evidence that efforts by ED to improve the online resources are valued by grantees is reflected in their rating for ability to accomplish what you want on the site (79) which was the lowest rated attribute of 2022 in the Online Resources section but improved 12-points in 2023 to become the highest rated attribute in this section. In the custom questions section of the survey attribute scores followed a similar trend of improvement and ranged between 81 for PCRN's usefulness to your program, to 93 for usefulness and relevance of project director meeting in providing technical assistance. New to the survey this year, grantees were asked to rate the usefulness and relevance of the Community of Practice meeting in providing technical assistance where they assigned an impressive 89.



## Office of Special Education and Rehabilitative Services (OSERS)

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

Satisfaction of the State Directors of Special Education program grantees improved for the third consecutive year to a strong score of 78. This 2-point improvement in satisfaction comes as a result of increased ratings given to three out of the five drivers and lands 6-points above the OSERS-wide satisfaction score. Drivers of satisfaction ranged from a low of 79 for Online Resources, to an exceptional 88 for both ED Staff/Coordination and Documents. Despite being the driver with the lowest score, Online Resources showed a 6-point improvement compared to its 2022 score and makes it the most improved driver year over year. Grantees pointed to the quality of content (86) and look and feel/visual appearance (82) as the leading factors behind the overall score increase of Online Resources, both climbing 8-points from their 2022 score. With relatively low scores in this section, grantees identified accuracy of search results (75) and ability to navigate within the site (75) as possible areas of improvement to further increase the overall Online Resources driver score. ED Staff/Coordination remains favorably rated by grantees, as it has been historically, and continues to be a highlight of the grantee experience with an overall score of 88. Attributes in this section were assigned excellent ratings between 86 and 96, with the exception of collaboration with other ED programs offices in providing relevant services (80). Documents, which measures the written communication provided to grantees, also received an excellent score of 88 with the most notable attribute being relevance to your areas of need, which increased 7-points for a score of 93. Declining slightly, yet still scoring healthily above the OSERS-wide office average of 79, Technical Assistance received an excellent overall score of 84. Grantees indicated a near perfect attribute score of 97 in this section for Ed-funded TA provider helpfulness in your learning to implement grant projects, suggesting it to be a strength of the State Directors of Special Education program. In the custom questions section of the survey, 100% of respondents indicated they received technical assistance from ED-funded TA provider in the last 12-months. When asked what improvements could be made to ED-funded technical assistance, one grantee provided the following comment “TA webinars help us in the field to gain information we can use but it needs to be provided BEFORE changes are made in policies, procedures and practices.”.

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

Grantees of the IDEA – Part C Infants and Toddlers with Disabilities Program rated their satisfaction as 72 in 2023. Down slightly from last year, this score lands 4-points below the OSERS-wide average rating of 76. Drivers of satisfaction were rated favorably by grantees and with the exception of Online Resources (52), ranged from a low of 75 for Documents, up to an 85 for ED Staff/Coordination. Department of Education staff continue to drive satisfaction with their outstanding professionalism (92) and collaboration with other ED programs or offices in providing relevant services (86) and was once again indicated to be a highlight of the grantee experience in 2023. With an overall score of 78, Technical Assistance was the second highest scored driver with the most notable attribute in this section being ED-Funded TA provider helpfulness in your learning to implement grant project which received an excellent score of 90. Trailing closely, Grant Performance Reporting Requirements (77) overall score fell slightly from last year but despite five out of six attribute scores in this section experiencing a decrease, all attributes remained favorably rated by grantees with a score of 72 or above. The lowest rated driver in 2023 and the area presenting the greatest opportunity for improvement is Online Resources (52). In this section, grantees indicated the non-user-friendly look and feel/visual appearance (47) and the limited ability to navigate within the site (48) as the most troublesome components of their experience. When asked how the website could be improved, one grantee provided the following comment, “consolidate information for Part C on a single page with subpages rather than intertwined with Part B. Have all of the grant material in one place”. Documents, which measures the written communication provided to grantees received an overall score of 75 where grantees pointed to the relevance to your areas of need (78) as strongest attribute. In the custom questions section of the survey, attribute scores reveal that while education department funded technical assistance providers (31) struggle to provide the adequate assistance necessary, OSEP-funded technical assistance providers (86) provide a knowledgeable and reliable resource for grantees. Likewise in the custom questions section of the survey, 75% of respondents indicated they received technical assistance and support from state lead IDEA-Part C, down from 89% in 2022.



### **RSA Vocational Rehabilitation Program**

Satisfaction of RSA Vocational Rehabilitation Program grantees declined slightly in 2023 and returned to its 2021 score of 61. Scores for the five drivers of satisfaction ranged from 65 for Online Resources to 75 for ED Staff/Coordination and Documents. ED Staff continue to drive satisfaction with their exceptional professionalism (91) and knowledge of relevant legislation, regulations, policies, and procedures (83) displayed during their interactions with grantees. Similarly, Documents, which measures the written communication provided to grantees, was also rated a 75 by grantees with relevance to your areas of need (79) and organization of information (78) as the leading attributes in the section. Improving for the second consecutive year, Grant Performance Reporting Requirements received a score of 70. Five of six attributes in this section scored a 70 or above with the highest being availability of assistance in completing your report(s) (73) and the lowest Clarity of reporting requirements (62). Of the five drivers of satisfaction, grantees pointed to Online Resources as holding the greatest opportunity for improvement, indicated by its relatively low overall score of 65. When asked how the website could be improved, one grantee provided the following comment “think about what an end user might be searching for and make those resources easily findable through clear link labels from the home page”. The Technical Assistance (69) section, despite falling 1-point overall, holds the highest scoring attribute of 2023 results, ED-Funded TA Provider helpfulness in your learning to implement grant project, which itself climbed 1-point from last year for an outstanding score of 92. In the custom questions section of the survey, grantees gave favorable ratings to all attributes with the most notable being data collection and reporting with an excellent rating of 80, and both responsiveness to questions and requests for technical assistance and supportiveness in helping complete Unified or Combined state plan, which grantees rated at 78.

### **Rehabilitation Long-Term Training Program**

Satisfaction of grantees in the Rehabilitation Long-Term Training program increased for the third consecutive year, climbing 2-points to an overall score of 77. Drivers of satisfaction were also rated favorably by grantees this year with four out of five driver scores improving compared to their 2022 score and ranging from 88 for ED Staff/Coordination to 74 for Online Resources. Maintaining an excellent rating in the 80's and 90's across all attributes, ED Staff/Coordination continue to drive a high satisfaction with their grantee interactions. From the outstanding professionalism (91) to responsiveness to grantee questions (88), these interactions continue to be a highlight of the grantee experience as indicated by their exceptional ratings. Technical Assistance, which increased by 4-points from 2022, and Documents, which increased by 1-point, were the next highest rated drivers of satisfaction by grantees, both receiving an excellent overall score of 81. Documents, which measures the written communication provided to grantees, received excellent ratings of 80 or higher for all five attributes contained in this section. In the Technical Assistance section, grantees identified TA services provided in helping successfully implement grant programs/projects (85) as the highest rated attribute, improving 3-points from last year, and using evidence-based practices in implementing program activities (75) as the lowest. Despite being the lowest scoring driver in 2023, Online Resources (74) improved 5-points reaching an all-time program high since Rehabilitation Long-Term Training program was added to the survey. This overall improvement was led by a 6-point increase for both grantees ability to accomplish what they want on the site (74) and look and feel/visual appearance (75) of the website. In the custom questions section of the survey, grantees assigned an excellent rating of 93 for the effectiveness in training vocational rehabilitation counselors for employment. When asked what training grantees would like provided, 36% of grantees chose statutory and regulatory program requirements, closely followed by payback requirements chosen by 32% of respondents.

### **IDEA National Centers Program**

Satisfaction of grantees in the IDEA National Centers program returned to its 2021 rating of 77 and lands 5-points above the overall OSERS-wide satisfaction score. When comparing IDEA National Centers program results year-over-year, it's important to consider the low sample size in 2022 (n=3) when interpreting results. Driver scores ranged between 66 for Online Resources and 92 for ED Staff/Coordination in 2023, indicating once again, the interactions with ED staff continue to be a highlight of the grantee experiences. Driven by ED staff's thorough knowledge of relevant legislation, regulations, policies, and procedures (95) and professionalism (95) displayed during their interactions, ED Staff Coordination was the highest rated driver with five of six attributes scoring 90 or above. Documents, measuring the written communication provided to grantees, was the next highest rated driver with an overall score of 84. In this section, grantees identified sufficiency of detail to meet your program needs as





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a strength with an excellent attribute score of 87. Grant Performance Reporting Requirements was the most improved driver compared to 2022, climbing 6-points for an overall score of 78. A notable improvement from this section includes clarity of reporting requirements (86), increasing 23-points to surpass both its 2021 and 2022 scores and becoming the highest rated attribute in the section. Despite being the lowest rated driver in 2023, Online Resources increased 3-points for an overall score of 66. In this section, grantees identified the ability to find specific information (61) as a possible area of improvement with the lowest attribute score of 2023. In the custom questions section of the survey, when asked which types of assistance were most effective in helping you meet federal requirements and/or improve program quality, the following comment was provided, “regular meetings and opportunities to get insight into project activities,” suggesting communication with grantees is key in effective assistance.

**State Personnel Development Grants**

Satisfaction of State Personnel Development Grants grantees declined slightly in 2023 but remains at an excellent overall rating of 83 to land 11-points above the OSERS office-wide satisfaction score of 72. All three drivers of satisfaction were given excellent ratings by grantees ranging between 83 and 94 with ED Staff/ Coordination once again leading the way with a remarkable overall score of 94 for the second consecutive year. ED Staff’s high level of professionalism and responsiveness to grantee questions displayed during their interactions with grantees continue to be a highlight of the grantee experience as indicated by their excellent rating of 96 for both attributes. Following closely behind, Technical Assistance was also identified to be a strong point in the grantee experience with an overall score of 91. Attributes in this section were rated between 87 for ED-funded TA provider helpfulness in successfully implementing your projects and 96 for creating opportunities to share best practices via learning groups. Despite being the lowest rated driver in 2023, grantees assigned a strong rating of 83 for Grant Performance Reporting Requirements. Attribute scores from this section suggest that while the data is useful to help grantees improve their grant program/project (87), opportunity for improvement exists in the ease of submitting report(s) electronically as indicated by its relatively low score of 73. Similarly, regardless of its 1-point decline year-over-year, grantees’ level of trust in their office to meet organizational needs remained high with an overall score of 93. In the custom questions section of the survey, grantees rated the helpfulness of ED Staff in supporting growth of grant/improve project with an amazing score of 88, similar to attributes of the ED Staff/Coordination driver. When asked how often grantees access specific resources to support their efforts to implement practices based on evidence in their state, both Education Department-funded TA provider (66) and the Department’s new IDEA website (64) saw a 14-point increase from last year; however, personal interaction with peers (85) also experienced an increase (11-points) to become the most frequently accessed resource among State Personnel Development Grants grantees in 2023.

**Independent Living Services for Older Individuals Who Are Blind**

Overall satisfaction of Independent Living Services for Older Individuals Who Are Blind grantees dipped slightly in 2023 landing only 4-points below the OSERS office-wide satisfaction score of 72. Ratings assigned by grantees to the five drivers of satisfaction varied from a high of 85 for ED Staff/Coordination to 64 for Online Resources. Improving for the second consecutive year, ED Staff Coordination was identified as the highest rated driver in 2023 with an improved rating given to four of six attributes in this section compared to last year. ED staff that are highly professional (95) and knowledgeable of relevant legislation, regulations, policies, and procedures (89) continue to push satisfaction and be a strength of the Independent Living Services for Older Individuals Who Are Blind program. With an overall score of 79, Technical Assistance received the second highest rating among grantees in 2023. Attributes of this section were rated favorably among grantees with scores in the high 70’s to low 80’s and can be maintained to support overall satisfaction. Declining 5-points from last year, Online Resources (64) was the lowest rated driver and presents the greatest opportunity for improvement. Reflected by their relatively low attribute scores, grantees pointed to their ability to find specific information (63) and accuracy of search results (63) as the most troublesome aspect of Online Resources and again echoed this theme in the custom questions section of the survey where grantees were asked to rate the Rehabilitation Services Administration website and rated ease of navigating the website at 63. Also in the custom questions section of the survey, grantees were asked to rate support provided to the OIB program by the RSA OIB program manager and other staff of the State Monitoring and Program Improvement Division of the Rehabilitation Services Administration where grantees assigned the attribute of technical assistance (78) as the highest rated, closely followed by program performance (74).





## Office of Postsecondary Education (OPE)

### Strengthening Institutions Program

In 2023, Strengthening Institutions Program grantees satisfaction climbed 6-points for an overall rating of 77 and landing 3-points above the OPE office-wide average satisfaction of 74. Drivers of satisfaction were rated favorably by grantees with four of five driver scores improving from last year and ranging from 78 for Online Resources to 91 for Information in Application Package. For the second consecutive year, Information in Application Package maintained its exceptional overall score of 91 and leads the way as the top scoring driver. This strong score is supported by grantees indicating an ease of locating and understanding deadlines for submissions, dollar limit on awards, and program contacts, which were all given a score of 92 among grantees. Following closely with an excellent overall rating of 88, ED Staff/Coordination was the next highest rated driver in 2023. Interactions with ED staff continue to be a highlight of the grantee experience as staff bolster satisfaction with attribute scores in this section ranging from 83 for responsiveness to your questions to 94 for professionalism. Despite receiving the lowest driver rating in 2023, Online Resources climbed 5-points for an overall score of 78. Attribute scores in this section followed a similar path, all increasing 4-points or more from their 2022 scores. Grant Performance Reporting Requirements (79) overall score also improved 5-points for a program-high of 79 with the most notable attribute improvement being in grantees understanding of how ED uses your data (73), which experienced an 11-point improvement from 2022. In the custom questions section of the survey, when asked how to improve the overall process and protocols associated with this grant competition, the following comment was provided, "The grant eligibility application is confusing. This needs to be clarified for those of us who are not "grant specialists," but are charged with maintaining and managing this particular grant".

### Group Projects Abroad (Fullbright-Hays)

Satisfaction of Group Projects abroad program grantees rebounded in 2023, climbing 3-points for an overall score of 87 and landing 13-points above the OPE office-wide average satisfaction score of 74. Although overall satisfaction improved, driver scores received mixed rating from grantees in 2023 with three driver scores improving and two declining slightly. With a near perfect rating of 96, ED Staff/Coordination leads as the highest scoring driver in 2023. Interactions between grantees and ED staff continue to be a highlight of the grantee experience. With their exceptional professionalism (99) and sufficiency of legal guidance in responses (99), ED staff are key in maintaining the high overall satisfaction rating given in 2023. With an overall score of 95, Technical Assistance was the second highest rated driver this year. Following the same path, when asked to rate the technical assistance provided to grantees by their program specialist in the custom questions section, grantees indicated near perfect scores again ranging between 96 for responsiveness to your questions, up to 99 for ability to resolve issues and suggesting this area to be another strong point in the experience for Group Projects Abroad grantees. With an overall score of 73, Grant Performance Reporting Requirements received the lowest rating of the five drivers and presents the greatest opportunity for improvement. Reflected by a relatively low score, grantees indicated an improvement in understanding of how ED uses their data (64) and ease of obtaining data you are required to report (71) would further progress Grant Performance Reporting Requirements overall rating. Online Resources followed a similar path and presents additional opportunity for improvement with an overall score of 74 and the most notable attribute change being accuracy of search results (76), declining 13-points. In the custom questions section of the survey when asked about technical assistance, distribution of funds, and communication with program specialists, grantees assigned impressive ratings with all attributes scoring 90 or above. When asked what can the Group Projects Abroad do to improve communication with you, one grantee provided the following comment, "More detailed information about any changing priorities in the Department's thinking from one year to the next, including priorities among critical languages, short versus long-term GPA programs, pre-service versus in-service teacher programs would be welcome".

### Tribally Controlled Colleges and Universities (TCCU) – Part A program and Part F

Satisfaction of Tribally Controlled Colleges and Universities (TCCU) program grantees declined for the second consecutive year, dipping 6-points for an overall score of 75. Despite declining, this satisfaction score lands 1-point above the OPE office-wide average satisfaction of 75. Drivers of satisfaction received mixed rating from grantees in 2023 and ranged from 72 for Technical Assistance, to 84 for ED Staff/Coordination. Pushing ED Staff/Coordination (84) to an excellent overall rating, grantees indicated a high



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level of professionalism (90) and knowledge of relevant legislation, regulations, policies, and procedures displayed during their interactions with ED Staff. Following closely, Information in Application Package received the next highest score among drivers with a strong overall rating of 82. Although attributes contained in this section experienced a decline compared to their 2021 rating when TCCU was last measured, all ten attributes remain favorably rated by grantees and were given a score of 80 or above. With the lowest driver score in 2023, grantees rated Technical Assistance a 72; however, when asked about the technical assistance received from their program specialist in the custom questions, grantees indicated a greater level of satisfaction with attribute scores ranging between 76 and 86. Online Resources increased 3-points from last year but still holds additional opportunities for improvement with relatively low attribute scores in the mid-70's; the highest being quality of content (77) and the lowest being ability to accomplish what you want on the site (73). In the custom questions section of the survey 93% of grantees indicated their preferred method of communication to be individual email. When asked what can TCCU - Part A & Part F programs do to improve communication, on grantee provided the following comment "reduce the time between submission of program profile data and the notification of final award amount - or request the program profile data earlier".

**Ronald E. McNair Post-Baccalaureate Achievement Program**

Ronald E. McNair Post-Baccalaureate Achievement Program grantees' satisfaction declined 3-points in 2023 for an overall rating of 66. Drivers of satisfaction were given mixed ratings by grantees compared to 2021 (when Ronald E. McNair Post-Baccalaureate Achievement Program last participated in the survey), with two drivers improving, one remaining unchanged, and two declining slightly. Driver scores ranged from 68 for Online Resources to and excellent 85 for Information in Application Package. With relatively high ratings of 88 for each attribute, grantees indicated an ease in obtaining and understanding program purpose, program contacts, and dollar limit on awards information, pushing Information in Application Package (85) to be the highest rated driver in 2023. Both drivers, Grant Performance Reporting Requirements and ED Staff/Coordination, received a fairly good rating from grantees with an overall score of 72. In the ED Staff/Coordination section, grantees pointed to staffs' knowledge of relevant legislation, regulations, policies, and procedures (84) and professionalism (83) displayed during their interactions as a highlight of their experience while identifying responsiveness to your questions (56) as a possible area of improvement for a higher overall rating. Online Resources was the lowest rated driver, declining 4-points to an overall score of 68 and presenting additional opportunity for improvement. Attributes in this section ranged between 62 for look and feel/visual appearance, to 73 for ability to find specific information. In the custom questions section of the survey, 78% of grantees pointed to individual email as their preferred method of communication, followed by 11% blast/distribution list email. When asked how to improve the overall process and protocols associated with this grant competition, one grantee provided the following comment, "There should be a mandatory training or introduction during the first month of hire. There should be a specific training for new directors to submit APR. I had to rely on colleagues around the state to help me submit the information within two weeks of starting the role".

**Centers of Excellence for Veterans Student Success (CEVSS)**

Grantee satisfaction for the Centers of Excellence for Veterans Student Success (CEVSS) program climbed 2-points in 2023 for an overall score of 77 and landing 3-points above the OPE office-wide average of 74. All five drivers were rated favorably by grantees in 2023, ranging between 78 for Grant Performance Reporting Requirements all the way up to 92 for Information in Application Package. Indicated by their relatively high score, grantee ease in obtaining and understanding dollar limits on awards (94) and program contacts (94) push the Information in Application Package driver to be the highest rated driver for the second consecutive year. Reflected by an excellent overall score of 87, ED Staff/Coordination was indicated to be another highlight among grantees. This excellent rating was driven by ED staffs' high level of professionalism (94) and responsiveness to grantee questions (89) displayed during their interactions with grantees and is a key driver in maintaining a high level of grantee satisfaction. The driver Technical Assistance experienced another notable improvement compared to last year too, climbing 8-points overall. Similarly, in the custom questions section where grantees were asked about the Technical Assistance provided by their program specialists, grantees assigned excellent scores ranging from 83 to 91 for timely resolution of general programmatic and/or financial issues. With a relatively low overall score of 78, Grant Performance Reporting Requirements was the lowest rated driver in 2023 and holds the greatest opportunity for improvement. Grantees understanding of how ED uses your data (67) was identified to be the lowest rated attribute of this section by grantees while ease of





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submitting report(s) electronically was rated the highest. In the custom questions section of the survey, 71% of grantees indicated their preferred method of communication to be individual email, followed by webinar which was selected by 14% of grantees. When asked how to improve the overall process and protocols associated with this grant, one grantee provided the suggested the following: “a visual flow diagram with an associated timeline to help individuals gain a more meaningful understanding of the process”.

**Fulbright-Hays Doctoral Dissertation Research Abroad Fellowships (DDRA)**

Satisfaction of the Fulbright-Hays Doctoral Dissertation Research Abroad Fellowships (DDRA) program grantees improved for the second consecutive year for an overall score of 68. Despite landing 6-points below the OPE office-wide average, this increase suggests the continued efforts to improve the grantee experience are paying off. Similarly for the second consecutive year, all five drivers of satisfaction were given improved ratings compared to their 2022 scores. Drivers ranged from 61 for Online Resources, up to 88 for ED Staff/Coordination. With exceptional ratings given for their high level of professionalism (95) and knowledge of relevant legislation, regulations, policies, and procedures (95) displayed during grantee interactions, staff push ED Staff/Coordination to lead as the highest rated driver in 2023. Following closely, grantees rated Information in Application Package with a strong overall score of 87. Attributes in this section were rated mostly in the 80's and 90's suggesting grantees' ease of obtaining and understanding each of these attributes was not a pain point during their experience. Grant Performance Reporting Requirements was the most improved driver year-over-year, climbing 7-points for an overall score of 71. This is the second year in a row the Grant Performance Reporting Requirements driver has increased by 6+ points and suggests efforts to enhance this area are improving the grantee experience overall. The most notable improvement here was experienced in grantee understanding of how ED uses their data (70) which increased 22-points from its 2021 and 2022 score, as well as usefulness of the data to help you improve your grant program/project (72) which saw a 19-point increase. Online Resources was the lowest rated driver with an overall score of 61 and holds the greatest opportunity for improvement. Grantees identified look and feel/visual appearance (49) and ability to accomplish what you want on the site (58) as the two most challenging attributes of this section with their relatively low score. In the custom questions section of the survey, grantees were asked to rate aspects of the distribution of funds where transparency of how funds are distributed among grantees received an excellent rating of 90, while timeliness of award notification and availability of funds with adequate time for implementation attributes were both given comparatively low scores of 67, indicating an additional opportunity for improvement. When asked how the Fulbright-Hays Doctoral Dissertation Research Abroad Fellowships (DDRA) program could improve communication with grantees, the following comment was provided, “might be useful to have some sessions for only project directors to ask questions and share common issues/troubleshoot”.

**Training Program for Federal TRIO Programs**

Training Program for Federal TRIO programs grantees were surveyed for the second time in 2023 and received two responses this year, compared to one respondent in 2021. It is important to consider this low sample size when interpreting results as scores present greater variability. In 2023, grantees rated their overall satisfaction a 58, which lands 16-points below the OPE office-wide average satisfaction. Scores for the drivers of satisfaction ranged from 67 for technical Assistance, up to a perfect score of 100 for Information in Application Package. With all ten attributes in the Information in Application Package section receiving perfect scores, efforts should be aimed at maintaining these ratings to support a higher level of satisfaction. ED Staff/Coordination was the next highest scoring driver among grantees with an overall score of 76. Attributes in this section suggest that while ED staff possess a high level of knowledge of relevant legislation, regulations, policies, and procedures (100) and consistency of responses with ED staff from different program offices (100) during grantee interactions, responsiveness to grantee questions (44) and communication about changes that may affect grantee programs (44) are possible areas of improvement to boost overall satisfaction as reflected by their relatively low scores. Following closely, Technical Assistance (provided by grant program staff) was given an overall score of 67 among grantees. In the custom questions section of the survey however, grantees rated aspects of technical assistance provided by their program specialist, a similar range of scores was observed between 44 for ability to resolve issues to 89 for knowledge of relevant legislation, regulations, policies and procedures. Grantees were also asked to rate aspects of the Distribution of Funds in the custom



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questions section and indicated a strong score for transparency of how funds are distributed among grantees (78) while identifying timeliness of the grant award notification (56) as the lowest rated attribute.

### Upward Bound

Satisfaction of grantees in the Upward Bound program continues to rise for the second consecutive year, increasing 2-points from 2020 when Upward Bound program last participated in the survey for an overall score of 75. All five drivers of satisfaction were rated favorably among grantees with scores ranging between a low of 75 for Online Resources, to a high of 86 for Information in Application Package. With the exception of budget information and forms (81) and program contacts (85), all remaining attributes of the Information Application Package section were rated an excellent 86. ED Staff/Coordination was another highlight of the grantee experience, indicated by an excellent overall score of 83. ED staff's exceptionally high level of professionalism (91) and ample knowledge of relevant legislation, regulations, policies, and procedures (87) displayed during grantee interactions were leading factors in supporting the high overall driver rating. Remaining unchanged from its 2020 rating, Online Resources received the lowest rating of the five drivers with an overall score of 75 and presents opportunity for improvement. Implied by their relatively low scores as holding the greatest opportunity for improvement, grantees pointed to the websites look and feel/visual appearance (72) and quality of content (73). In the custom questions section of the survey, grantees were asked to rate the technical assistance provided by their program specialist to which they assigned excellent ratings of 80 or higher to all five attributes. Grantees were also asked to rate aspects of Distribution of Funds where it was indicated the most notable improvement for grantees was availability of funds with adequate time for implementation (76), improving 7-points. When asked how to improve the overall process and protocols with this grant competition, one grantee provided the following suggestion, "provide better guidance on additional forms, like SF-424 Ensure that competitions don't run over traditional university/school closures for Thanksgiving/ Winter holidays OR extend the length of time allowable for submission".

### Foreign Language and Area Studies Fellowships

Grantees of the Foreign Language and Area Studies Fellowships program rated their satisfaction a 78 in 2023, declining slightly from last year but still landing 4-points above the OPE office-wide average satisfaction of 74. Despite being down slightly compared to previous year scores, all five drivers of satisfaction received favorable ratings from grantees and ranged between 93 for ED Staff/Coordination to 72 for Grant Performance Reporting Requirements. Displaying an exceptionally high level of professionalism (97) and knowledge of relevant legislation, regulations, policies, and procedures (96) during their interactions with grantees, ED Staff are a key attribute in the grantee experience and supporting the high overall satisfaction. Following a similar path, Technical Assistance received from ED staff was rated an 87 among grantees. Grantees were asked to rate the technical assistance provided by their program specialist in the custom questions section of the survey as well to which very strong ratings in the low-to-mid 90's were assigned to all five attributes. These strong ratings suggest the assistance provided is another highlight of the grantee experience and efforts to improve can be focused elsewhere such as Grant Performance Reporting Requirements. Grant Performance Reporting requirements was received the lowest driver score in 2023 and presents the greatest opportunity for improvement. In this section, grantees identified their understanding of how ED uses your data (57) as the lowest rated attribute as well as a notable 10-point decline in usefulness of the data to help you improve your grant program/project suggesting improvements to these areas could further drive satisfaction higher. Another possible area of improvement identified in the custom questions section by their relatively low attribute scores was the Distribution of Funds where, availability of funds with adequate time for implementation (64) was the lowest scoring attribute and transparency of how funds are distributed among grantees (78) was the highest. When asked what their preferred method of communication with their program specialist was, 94% of respondents selected Individual Email as their preferred method. When asked how Foreign Language and Area Studies Fellowships can improve communication with grantees, the following suggestion was provided, "email directly to Associate Directors/FLAS administrators, rather than using newsletter".

### Talent Search

Grantees of the Talent Search program rated their satisfaction a 75 in 2023, down just 1-point from the previous year but still landing 1-point above the OPE office-wide average satisfaction of 74. Despite driver scores declining slightly compared to last year, all five drivers were rated favorably by grantees with



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scores ranging from 73 for Online Resources, to 86 for ED Staff/Coordination. ED Staff/Coordination leads the way as the highest rated driver in 2023 with grantee indicating once again a high level of professionalism (91) and knowledge of relevant legislation, regulations, policies, and procedures (88) displayed by ED staff during grantee interactions driving its overall high rating. Online Resources (73) declined for the third consecutive year and presents the greatest opportunity for improvement. Suggested by their relatively low attribute scores, improving the website look and feel/ visual appearance (69) and quality of content (72) would be most impactful in raising the overall Online Resources score. Technical Assistance (provided by grant program staff) was also rated positively by grantees with an overall score of 79. In the custom questions section of the survey, grantees were asked to rate the technical assistance provided by their program specialist where grantees assigned even higher scores of 85 or more and indicating this to be a highlight of the grantee experience. Aspects of the Distribution of Funds were also measured in the custom questions section of the survey with attribute scores declining slightly compared to last year and range between 67 for timeliness of the grant award notification to 76 for transparency of how funds are distributed among grantees. When asked how Talent Search could improve the overall process and protocols associated with this grant competition, one grantee provided the following suggestion, “reminders of deadlines via email, webinars, and info session have been helpful. It would be great to have a specialized session for new directors since there is so much to learn about his process”.

**Predominantly Black Institutions (PBI) Competitive**

Satisfaction among Predominantly Black Institutions (PBI) Competitive program grantees dropped slightly in 2023 but was still rated excellently with an overall score of 80 and lands 6-points above the OPE office-wide satisfaction. Although driver scores followed a similar path and declined compared to last year's ratings, all five drivers were given favorable ratings and ranged between 76 for Online Resources and 88 for Information in Application Package. With all ten attributes receiving exceptional ratings in the high 80's, aspects included in the Information in Application Package driver look to be an easily obtainable and understandable by grantees and prove to be a valuable resource in their experience. Grant Performance Reporting Requirements follows closely as the second highest rated driver in 2023 with an overall score of 83. Notable improvements from this section include a 6-point increase to Usefulness of the data to help you improve your grant program/project (89) and a 4-point climb in grantee understanding of how ED uses your data (76). With the lowest overall driver score and holding the greatest opportunity for improvement, Online Resources was rated a 76 by grantees in 2023. Indicated by their relatively low scores, improving attributes quality of content (73) and ability to find specific information (75) on the website could help drive the overall rating to a higher level. In the custom questions section of the survey grantees were asked to rate aspects of technical assistance provided by their program specialist where despite slightly declined scores similar to other measures, grantees gave strong ratings between 79 for responsiveness to your questions up to an 83 for their use of clear and concise written and verbal communication. Grantees were also asked in the custom questions section to rate aspects of the Distribution of Funds and Communication with Program Specialist where similarly excellent scores of 80 or higher were given to all attributes. When asked how Predominantly Black Institutions (PBI) Competitive programs could improve the overall process and protocols, one grantee provided the following suggestion, “building stronger relationships through frequent and positive communication”.

**Upward Bound Math and Science**

Satisfaction of the Upward Bound Math and Science program grantees declined only 1-point compared to 2021 when they last participated in the survey for an overall score of 72. Drivers of satisfaction were rated favorably by grantees again this year and range between 70 for Online Resources, to 83 for Information in Application Package. Compared to 2022 results, three of five driver scores showed improvements while the remaining two experienced minimal declines of 1 or 2-points. Information in Application Package was rated the highest among grantees in 2023 with all attributes, except budget information and forms (79) receiving a score of 82 or higher. ED Staff/Coordination followed closely as the next highest rated driver with an overall score of 81. ED staff's high level of professionalism (86) and abundant knowledge of relevant legislation, regulations, policies, and procedures displayed during their interactions with grantees continues to be a highlight of the experience as indicated by their strong scores. Sliding 2-points from last year, Online Resources was identified as the lowest rated driver by grantees and presents the greatest opportunity for improvement. Attribute scores in this section suggest improving the website look and feel/visual appearance (67), quality of content (69), and accuracy of search results could help drive the overall Online Resources rating even higher. In the custom questions section of the survey, a notable



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improvement was indicated by grantees when asked to rate the technical assistance provided by their program specialist where attribute scores jumped between 11 and 17-points; responsiveness to your questions (78) experiencing the greatest improvement of 17-points. Also in the custom questions section, when were asked to rate elements of the distribution of funds, grantees indicated an adequate transparency of how funds are distributed among grantees (78), while identifying timeliness of the grant award notification (64) as an additional opportunity for improvement. When grantees were asked what their preferred method of communication with their program specialist was, 86% of grantees selected Individual email as their preferred method, followed by 7% selecting Blast/Distribution list email. When asked what Upward Bound Math and Science program could do to improve the overall process and protocols, one grantee provided the following suggestion, “additional funds, consistent check in's/reminders about grant information to help us learn and keep track of information”.

**Strengthening Historically Black Colleges and Universities (HBCU) program**

Grantees of the Strengthening Historically Black Colleges and Universities program rated their satisfaction at 81 in 2023. Despite declining 2-points compared to last year, this lands 7-points above the OPE office-wide average satisfaction and is considered an excellent score. The five drivers of satisfaction were met with mixed ratings compared to their 2022 scores and ranged from 75 for Online Resources to 92 for Information in application package. With all ten attribute scores landing in the high 80's and 90's, Information in Application package proves to be a valuable resource for grantees and is easily obtainable and understandable. The ED Staff/Coordination driver trailed closely with an outstanding overall score of 87. ED staff's exceptional communication about changes that may affect your program (90) and ample knowledge of relevant legislation, regulations, policies, and procedures drove the overall high driver score and suggesting this area to be a highlight of the grantee experience. Holding the greatest opportunity for improvement, Online Resources (75) was rated the lowest driver among grantees in 2023. In this section, grantees identified the attributes quality of content, ability to accomplish what you want on the site, and look and feel/visual appeal as area of improvement with their relatively low scores. In the custom questions section of the survey, grantees were asked to rate aspects of technical assistance received from their program specialist where excellent ratings between 83 and 85 were assigned to all five attributes. Similarly, when asked to rate aspects of the distribution of funds, grantees gave very high ratings to all attributes with the most notable being availability of funds with adequate time for implementation (95) which improved 9-points from its 2022 score.

**Veterans Upward Bound**

Grantees of the Veterans Upward Bound program rated their satisfaction a 66 in 2023 landing 8-points below the OPE office-wide average of 74 after a 1-point decline. Although overall satisfaction declined slightly, the five drivers of satisfaction were rated favorably by grantees with their overall scores either remaining unchanged or slightly improved from last year. Driver scores ranged from a low of 72 for Online Resources, up to a high of 83 for Information in Application Package. With all ten attributes receiving excellent ratings in the 80's, Information in Application Package proved to be a valuable resource for grantees as information was easily obtained and understood. Maintaining its excellent overall score of 80 for the second consecutive year, department staff drive ED Staff/Coordination to become the second highest scored driver with their exceptional level of professionalism (88) displayed during their interactions with grantees. With the lowest overall score in 2023 and presenting the greatest opportunity for improvement, grantees rated Online Resources a 72. In this section, grantees identified look and feel/visual appearance (70) as a potential area of improvement for an increased overall score as revealed by its relatively low score. In the custom questions section of the survey, grantees were asked to rate aspects of both the distribution of funds and the technical assistance provided by their program specialist. Attribute scores in these sections reveal that while great improvements were made to program specialists' technical assistance, most notably timely resolution of general programmatic and/or financial issues (77) which improved 18-points, additional opportunity to improve exists in timeliness of the grant award notification (49) as it related to the distribution of funds. When grantees were asked what their preferred method of communication with their program specialist was, 69% of grantees selected Individual email as their preferred method, followed by 19% selecting telephone and 6% blast/distribution list email. When asked how Veterans Upward Bound could improve the overall process and protocols associated with this grant program, one grantee provided the following suggestion, “provide the application and award notifications in a timelier fashion. Additionally, the Competitive Preference Priorities were difficult to understand and write to within our limited capacity”.





### **Student Support Services**

Grantees of the Student Support Services program rated their satisfaction in 2023 at a 71. This 1-point decline in overall satisfaction lands just 3-points below the OPE office-wide average of 74. Drivers of satisfaction were assigned strong but varying scores by grantees when compared to a year ago with a slight improvement seen in four of the five drivers. With an excellent overall score of 82, both ED Staff/Coordination and Information in Application Package received the highest driver ratings. As in years past, department staff continue to be a key element in maintaining grantee satisfaction and is reflected by an improvement in all seven attribute scores, the most notable being a 13-point improvement in staff's responsiveness to grantee questions (81). With an overall score of 70, Online Resources was the lowest rated driver this year and presents the greatest opportunity for improvement. Attributes scores in this section identify look and feel/visual appearance (66) and quality of content (67) to be the lowest rated and suggest improvements in these areas would further increase the overall driver rating. In the custom questions section of the survey grantees were asked to rate aspects of technical assistance provided by their program specialist, the distribution of funds, and communication with their program specialists. Technical assistance provided by program specialists received the highest attribute scores with all attributes improving between 7 and 10 points compared to last year and ranging from 77 for responsiveness to grantee questions to 80 for ability to resolve issues. Remaining attributes associated with the distribution of funds and communication with the program specialist followed a similar trend with improved ratings compared to 2022. Although its attribute score increased, timeliness of the grant award notification (65) was identified as an additional opportunity for improvement by grantees by its relatively low score. When asked how Student Support Services could improve the overall process and protocols associated with this grant program, the following suggestion was provided "sufficient advance notice (application materials) coupled with free webinars that thoroughly address each of the components of the grant application and followed up with timely decisions."

### **GEAR-UP**

Grantees of the GEAR-UP program rated their satisfaction in 2023 at 72. Declining slightly from its rating a year ago, this score lands just 2-points below the OPE office-wide average satisfaction of 74. Although the program's overall satisfaction may have dipped slightly, drivers of satisfaction indicate efforts to enhance the grantee experience overall are moving in the right direction as three of five driver scores improved compared to 2022. ED Staff/Coordination remained the highest rated driver and once again drove satisfaction with its excellent overall score of 86. Department staff interactions continue to be a highlight of the grantee experience as staff display an exceptional level of professionalism (93) and responsiveness to questions (85). With a relatively low overall score compared to other drivers, Online Resources (70) presents the greatest opportunity for improvement as its score remained unchanged from a year ago. With three attributes experiencing a 2-point decline including quality of content (69), ability to navigate within the site (70), and look and feel/visual appearance (65) Online Resources should be monitored for further slippage in score or improved to prevent a decline in satisfaction. In the custom questions section of the survey, grantees rated aspects related to the distribution of funds, communication with their program specialist, and the technical assistance provided by their program specialist. Attribute scores in this section reveal a fairly high level of satisfaction with ratings primarily in the mid-80s with a high of 85 for use of clear and concise written and verbal communication during technical assistance by the program specialist and a low of 72 for transparency of how funds are distributed among grantees. This desire for greater transparency of how funds are distributed was again echoed in the collected comments provided in response to the question, how could GEAR-UP improve the overall process and protocols associated with this grant program, with the following comment, "be more transparent on how grants are awarded and ties are determined between applicants. Provide a list of rankings of applicants. Increase the amount per student since it hasn't changed since GEAR UP started. Reduce the Cost Share obligation."

### **Undergraduate International Studies and Foreign Language**

Grantees of the Undergraduate International Studies and Foreign Language program rated their satisfaction an 83 in 2023, improving for the second consecutive year and landing 9-points above the OPE office-wide average. Drivers of satisfaction received mixed ratings from grantees again this year and ranged from a high of 91 for ED Staff/Coordination, down to a 64 for Online Resources. Reflected by exceptional ratings of 89 or above for all seven attributes, department staff continue to drive satisfaction during grantee interactions with their elevated level of collaboration with other ED programs or offices in



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providing relevant services (96; +9-points) and outstanding display of professionalism (95). Following closely, Information in Application Package rebounded from a decline last year to an excellent overall score of 87. With the lowest driver score in 2023 and presenting the greatest opportunity for improvement, Grant Performance Reporting Requirements declined 11-points for a relatively low score of 64. Grantees understanding of how ED uses your data (51) remains a priority in improving the overall driver score along with boosting clarity of reporting requirements, ease of obtaining data required to report, and usefulness of the data to help improve grant program/projects, which all received relatively low scores of 63. Grantees were asked in the custom questions section to rate aspects associated with the technical assistance received from their program specialist, communication with their program specialist, and the distribution of funds. The greatest improvement from these sections was seen in the communication with program specialist attributes, exhibiting a 10-point or more score increase compared to last year. Technical assistance provided by the program specialist received the highest ratings among grantees though with all attribute scores in 90's. In the multiple choice section of the survey, grantees used an agreement scale to indicate if they were satisfied with the quality of ED's products and services where all grantees selected either "Strongly Agree" (61%) or "Agree" (39%). When asked what the Undergraduate International Studies and Foreign Language program could do to improve communication with grantees, the following suggestion was provided, "include all key personnel, or those identified by the program director/PI, on all emails related to grant so that communications aren't missed".

**National Resource Centers**

Grantees of the National Resource Centers program rated their satisfaction at an excellent score of 80 in 2023, improving 4-points compared to a year ago and landing 6-points above the OPE office-wide average. Ranging from 71 for Grant Performance Reporting Requirements to 96 for ED Staff/Coordination, drivers of satisfaction were assigned favorable ratings again this year by grantees with all five drivers showing increased ratings from 2022. Department staff continue to drive a high level of satisfaction and be a highlight of the grantee experience as indicated by a near perfect score for multiple attributes including professionalism (99) and knowledge of relevant legislation, regulations, policies, and procedures (99). Like ED Staff/Coordination, Online Resources also experienced a 3-point improvement from last year for an overall score of 76. Grant Performance Reporting Requirements was rated a 71 by grantees in 2023 and holds the greatest opportunity for improvement with its relatively low score. Attributes in this section reveal that although there is excellent availability of assistance in completing report(s) (84), the ease of submitting report(s) electronically (76, -4) could be improved to further boost the overall score and satisfaction. In the custom questions section of the survey, grantees were asked to rate aspects of the technical assistance received from and communication with their program specialist where all but one attribute scores improved compared to a year ago and range from 97 for use of clear and concise written and verbal communication and timely resolution of general programmatic and/or financial issues, to an 89 for language aspects of professional and other fields of study. Grantees were also asked to rate aspects of the distribution of funds and although much lower in comparison to other attribute scores and presenting additional opportunity for improvement, grantees identified a notable improvement in all three related aspects with the greatest increase being given to transparency of how funds are distributed among grantees (79) and the lowest aspect being availability of funds with adequate time for implementation (59). When asked how National Resource Centers could improve the overall process and protocols, the following suggestion was provided "general communication is good. The problem is with the approvals and clearance processes. They seem to take way too long, without any consideration of the timetable with which centers/universities work."

**Asian American and Native American Pacific Islander Institutions (AANAPISI)**

Grantees of the Asian American and Native American Pacific Islander Institutions program rated their satisfaction a 75 in 2023. Rebounding 8-points from a sizable decline in 2022, this lands 9-points above the OPE office-wide average satisfaction of 74. Despite three of five driver scores declining slightly in 2023, a notable overall improvement for both Information in Application Package and Technical Assistance outweigh the slide in other driver scores to drive the overall improvement in grantee satisfaction. Driver scores ranged between 88 for Information in Application Package, to 71 for Online Resources. Regardless of the 2-point decline in overall score, Department staff interactions continue to be a highlight of the grantee experience, bolstered by staffs' exceptional communication about changes that may affect your program (93) and knowledge of relevant legislation, regulations, policies, and procedures (93). Holding the greatest opportunity for improvement as identified by its relatively low rating,



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Online Resources declined 1-point for the second year in a row. Attribute scores in this section reveal grantees desire for an improvement in the look and feel/visual appearance (69) of the website and their ability to find specific information (70) for a higher rating. In the custom questions section of the survey, grantees were asked to rate aspects of the technical assistance provided by their program specialist, communication with their program specialist, and the distribution of funds. Of the eleven attributes contained in these sections, ten were assigned an excellent rating of 82 or higher with the greatest being timely resolution of general programmatic and/or financial issues by the program specialist, and the lowest timeliness of the grant award notification (79) as it relates to the distribution of funds. The most notable improvement from this section was seen in the availability of funds with adequate time for implementation (85) which increased 13-points compared to a year ago. When asked how the Asian American and Native American Pacific Islander Institutions program could do to improve communications with grantees, the following suggestion was provided, "it would be helpful to have more regional and/or part-specific meetings. We have the list, but facilitation would help to gather people together to discuss wins, challenges, and other opportunities. There may be ways grant recipients could even collaborate differently to make dollars go further. This is especially true with the hybrid/virtual environment in which we are now operating."

**Educational Opportunities Center**

Grantees of Educational Opportunities Center rated their satisfaction at 74 in 2023. Improving 1-point from last year to tie the OPE office-wide average satisfaction. Drivers of satisfaction received mixed ratings from grantees this year with two improving, one remaining unchanged, and two declining slightly, yet all maintained their relatively strong scores. Despite a 3-point decline, Information in Application Package leads as the top-rated driver among grantees and suggesting the material contained here is easily located and understood by grantees. Following closely with a 3-point increase from last year, ED Staff/Coordination was given an excellent overall score of 81 as staff bolster satisfaction with their high level of professionalism (86) and knowledge of relevant legislation, regulations, policies, and procedures (83). Remaining unchanged from its 2022 rating, Online Resources was identified as the lowest scoring driver by grantees and presents the greatest opportunity for improvement. Attribute scores in this section reveal an improvement to the look and feel/visual appearance (67) and quality of content (69) on the website would help drive grantee satisfaction even higher. In the custom questions section of the survey, grantees were asked to rate aspects of the technical assistance provided by their program specialist, communication with their program specialist, and the distribution of funds where with the exception of timeliness of the grant award notification (66) as it relates to the distribution of funds, all attributes received strong scores in the mid-to-high 70s. In these sections, grantees indicated the most notable improvement being in program specialist sufficiency of information provided to keep you informed (78) and frequency of communication (73) both showing a 7-point increase from a year ago, while indicating a 7-point decline in the transparency of how funds are distributed among grantees (75). When asked how Educational Opportunities Center program could improve the overall process and protocols associated with this grant competition, one grantee provided the following suggestion, "scheduling grant competition information sessions scheduled before the application is released".

**Graduate Assistance in Areas of National Need**

Grantees of the Graduate Assistance in Areas of National Need rated their satisfaction at 75 in 2023. This 1-point decline can be attributed to the slight decline experienced in three of five drivers this year, yet still lands 1-point above the OPE office-wide average. Department Staff continue to drive the high overall satisfaction of grantees with their exceptional level of professionalism (91) and consistency of responses with ED staff from different program offices (89) displayed during interactions with grantees to land ED Staff/Coordination as one of the highest scoring drivers in 2023. Similarly, Information in Application Package was rated a strong 87 among grantees indicating the material contained in this section was easily located and understood among program grantees. Declining 1-point to make it the lowest rated driver, Online Resources (71) was identified by grantees as a potential opportunity for improvement. Attribute scores from this section suggest a focus to improve the quality of content (69) and ability to find specific information (70) on the website would aid in driving a further increase of satisfaction. The most notable improvement compared to last year was seen in Grant Performance Reporting Requirements (79, +6) where grantees indicated a 10-point improvement in ease of obtaining data you are required to report (79) and an 8-point improvement for both clarity of reporting requirements (83) and availability of assistance in completing your report(s) (81). In the custom questions section of the survey, grantees were



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asked to rate aspects of the technical assistance provided by their program specialist and communication with their program specialist where all attributes were given excellent ratings in the 80s and a 78 for frequency of communication. Similarly, grantees rated aspects of the distribution of funds with excellent scores while also identifying an opportunity for improvement in availability of funds with adequate time for implementation (66) with its relatively low score. When asked how the Graduate Assistance in Areas of National Need program could improve the overall process and protocols associated with this grant competition, the following comment was provided, “improve the review process; reviewers all have different standards and criteria. Scoring across reviewers is not consistent”.

**Minority Science and Engineering Improvement Program**

Satisfaction of the Minority Science and Engineering Improvement Program grantees declined slightly in 2023 yet remains at an exceptionally strong score of 89. This 3-point decline in overall satisfaction can be attributed to the decreased rating given to four of five drivers compared to last year, but despite these declines, all five drivers received excellent ratings in the high 80s to low 90s. Although a majority of driver scores decline slightly from 2022 to 2023, excellent ratings for all components indicated a high level of efficiency and functionality within the program and should aim to maintain this as status quo. With an impressive overall score of 96, Information in Application Package was the highest rated driver among grantees and was the only driver to improve from a year ago, climbing an additional 2-points in 2023 and indicating the material covered in this section was easily located and understood by grantees. As in years past, ED Staff/Coordination continues to be a highlight of the grantee experience, reflected by near perfect scores of 97 for both communication about changes that may affect your program and staffs’ knowledge of relevant legislation, regulations, policies, and procedures. Grant Performance Reporting Requirements, despite declining 1-point and being the lowest rated driver in 2023, was given a strong score of 88. This section also contains the lowest scoring attribute for this year with ease of obtaining data you are required to report receiving a score of 80 and presenting opportunity for improvement. When asked what Minority Science and Engineering Improvement Program could do to improve the overall processes and protocols associated with this grant competition, one grantee provided the following feedback, “I would love to see more awards and maybe 5 year awards”.





## Office of Elementary and Secondary Education (OESE)

### Improving Basic Programs Operated by Local Education Agencies – Title I

Overall satisfaction for the Improving Basic Programs Operated by Local Education Agencies – Title I program grantees decreased by 4 points this year to 73, dropping to a score below that of 2021. This notable drop can be attributed to score decreases (or lack of increase) among all other overall drivers, especially that of Online Resources (64), with a score decline of 5 points from last year. Online Resources also remains the lowest scoring driver in 2023, perhaps due to decreases in satisfaction with grantees' ability to find specific information on the website (61) and quality of content (68). ED Staff/Coordination remains the highest-scoring overall driver, however, for the third consecutive year in a row, with a score of 90, with it and Technical Assistance (81) the only drivers not to reflect decreases in 2023. This score can be attributed to a lack of notable decreases in this driver, with satisfaction in regard to Federal staff communicating about changes that may affect the grantees' program (86) dropping 4 points, relatively small compared to other scores. Professionalism (98) and responsiveness of staff (88) remain the highest scores of all that were tracked, not just in the ED Staff/Coordination driver. When asked how the website can be improved, one general comment was to "improve the layout and navigation and make sure your links work." In the Documents driver, there was a decline of 4 points, most likely caused by the decline of 7 points by Sufficiency of detail to meet your needs. Level of trust in office to meet your organization's needs (80) declined 5 points this year, which was the only attribute scored in this driver. When grantees were asked to rate several aspects' effectiveness in supporting their State in implementation of the Improving Basic Programs Operated by Local Education Agencies – Title I program specifically, once again, all scores decreased. The driver score decline of 5 points to 81 is mainly influenced by the 6- and 5-point decreases of Provides information about key changes to requirements (81) and Provides assistance that enhances capacity to implement (81), respectively. Despite the large number of score declines this year, nearly all scores are still rated relatively high, and all overall driver scores but one rated high, at 70 or above.

### Supporting Effective Instruction State Grants

The grantees of the Supporting Effective Instruction State Grants rated their overall satisfaction a 67 in 2023, a 5-point drop from 2022. This drop can be attributed to a decline in all driver ratings but Grant Performance Reporting Requirements and Online Resources, both of which stayed the same. The most sizable score decline occurred in the Technical Assistance driver, with a score decline of 6 points to 75. Within this driver, Assistance with developing resource materials for use in the program (70) declined by 9 points in comparison to 2022. When asked how to improve the website, one grantee had this to say: "[The website should have] more resources to support technical support and training for LEAs." Despite this significant point decrease, just one other driver had comparable declines this year; the Documents (78) driver, which measures written communication provided to grantees, reported that Sufficiency of detail to meet program needs (75) was its largest decline in said driver, with a decrease of 9 points, the same as the aforementioned attribute in the Technical Assistance driver. The attribute scores for the Grant Performance Reporting Requirements (77) and Online Resources (72) drivers were relatively unchanging. Some attributes increased, with Ability to find specific information (72), Ability to navigate within the site (73), and the Look and feel/Visual appearance of the site (72) within the Online Resources driver all increasing by at least one point. In the Grant Performance Reporting Requirements driver, Availability of assistance in completing reports (83) increased by one point and Ease of submitting reports electronically (82) increased by 4 points, the largest single attribute increase of grantee satisfaction this year within this program. The ED Staff/Coordination driver decreased by 3 points this quarter, with Communication about changes that may affect your program (81) likely the main cause of this decline. All other attributes in the driver report relatively insignificant declines. Unlike the trends displayed in most other drivers, the custom survey section revealed improvement in grantee satisfaction in three of the four attributes, most notably that of Federal staff helping to address implementation challenges (74), with an increase of 3 points.

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

Grantees of the Payments for Federally Connected Children (Section 7003) Program rated their overall satisfaction an 80 in 2023, a statistically significant decline of 4 points. This decline was driven by the decrease in score of the other drivers. Grant Performance Reporting Requirements and Technical Assistance were not measured drivers in this program. Online Resources (78) had a decline of three



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points, though only one of these attributes could be considered significant (Ability to navigate within the site), with a score decline of 5 points. This suggests a need to focus on ease of site navigation as a pain point, based on customer feedback. A grantee gave the following comment when asked how the website can be improved: “sometimes it's a little difficult to navigate and find what we're looking for. Could be more intuitive.” The Documents driver (85), while still exhibiting a decrease from 2022 (-2 points), still doesn't present a large enough decrease to be considered significant. The only attribute in this driver to consider is Comprehensiveness in addressing the scope of issues that grantees face (84). ED Staff/Coordination had an exceptional score of 90, unchanging from 2022, and the highest scoring driver in the Payments for Federally Connected Children (Section 7003) Program. No attributes had statistically significant decreases, and two even increased: Sufficiency of legal guidance in Federal staff responses (90, +1) and Responsiveness of grantee questions (89, +3). In the custom questions section of the survey, where Payments for Federally Connected Children (Section 7003) grantees were asked to rate staff members, both Ease of reaching a person who could address concerns (86) and Ability to resolve your issue (87) were rated favorably.

**21st Century Community Learning Centers**

Overall satisfaction for grantees of the 21<sup>st</sup> Century Community Learning Centers scored 76 in 2023, decreasing one point from 2022, though the small gap may be attributed to improvements in some of the drivers. Online Resources remained unchanged at 73, even though three of its attributes decreased by three points. Despite this, once again, none of them were significant enough to warrant a large change in the driver. Technical Assistance (82) also didn't change from 2022, despite Assistance with developing resource materials for use in the program (77) dropping 4 points. Level of trust in office to meet the needs of a grantee's organization (85) decreased one point, perhaps influenced by lack of increase in the Online Resources and Technical Assistance drivers. As mentioned previously, three of the six measured drivers increased in score; Ed Staff/Coordination (88, +1), Documents (78, +1), and Grant Performance Reporting Requirements (75, +3). ED Staff/Coordination was the highest rated driver of the 21<sup>st</sup> Century Community Learning Centers Program, though Professionalism of staff (94) and Collaboration with other ED programs or offices in providing relevant services (81) each decreased by 1 and 4 points, respectively. Within the Documents driver, only Sufficiency of detail to meet a grantee's program needs (75) decreased at all, by only 1 point, not enough to be considered statistically significant. The Grant Performance Reporting Requirements (75) driver exhibited the largest increase of all drivers, the attribute Clarity of reporting requirements (80) likely the cause of this with its 6-point increase from 2022. When asked how the website could be improved, a grantee said, “more interactive features [should be included] or maybe a short tutorial video on what is located where.”

**Student Support and Academic Enrichment/Title IVA (National Activities)**

In 2023, grantees for Student Support and Academic Enrichment rated their overall satisfaction a 79, slightly better than 2022 and 2 points above the OESE-wide average (77) for 2023. How well ED's products and services meet expectations (78) and How well ED compares with ideal products and services (76) both improved at least 2 points. How satisfied grantees were with ED's products and services (82) decreased a point from last year, however this score is not considered statistically significant, and the corresponding drivers also did not decline dramatically, if at all. The Online Resources driver was not measured in 2023 for the Student Support and Academic Enrichment program as it has been in years past, as these grantees are known to be limited users of the OESE.ED.gov website. Grant Performance Reporting Requirements (76) was the lowest-rated driver this year and the only one to decline in score; the grantee's understanding of how the ED uses their data being the lowest-rated attribute at 69, with one of the largest score declines of the driver (-3). ED Staff/Coordination (86) had the highest driver score for this program this year, though it remains unchanged from last year. The Technical Assistance (80) driver also stayed the same. Documents (84) had the biggest increase in driver score compared to last year, increasing by 3 points, an improvement from the decline seen in 2022. Grantees were asked how the website could be improved in this area, and one of them responded by saying that “the greatest area for improvement in this area would be the timeliness of guidance documents.” In the custom questions area of the survey, grantees rated the Usefulness of the website (82) and the Usefulness of the portal (81) decreasing 4 and 5 points, respectively.



### **Project Prevent**

In their first year of survey participation since 2020, the grantees for the Project Prevent program rated their overall satisfaction (87) relatively high compared to other OESE programs. This is supported by high satisfaction ratings of the drivers, the highest being ED Staff/Coordination (95) and the lowest being Documents (79), which still rates highly against the OESE-wide average (77). The only attribute in this area that was rated below 80 was Organization of information (78), which is still high. Grant Performance Reporting Requirements (82) reports the next highest driver score, but the lowest attribute score of the entire program, with Ease of submitting reports electronically scoring at 74. Online Resources reports a score of 85 for the Project Prevent program this year, with a 6-point range of scores amongst its attributes. The Technical Assistance driver is one of two drivers to boast scores that take place completely above a score of 90, with its lowest score reporting at 91, and its highest score at 100, meaning complete satisfaction among the grantees that were responsible for the score of ED-Funded TA Provider helpfulness in grantees' learning to implement a grant project. The highest driver score, that of ED Staff/Coordination, rated a 95, with a score range of 7 points amongst its individual attributes. When asked how the website could be improved, comments were minimal amongst the grantees of this program, though one suggested that ED staff could "organize [the website] a bit more." In the custom questions section of the survey, grantees rated their satisfaction a 93, with the most satisfaction coming from that of Timeliness of staff in returning phone calls and responding to emails (96).

### **English Language Acquisition State Grants (Title III, Part A)**

Overall, the grantees of the English Language Acquisition State Grants (Title III, Part A) Program rated their satisfaction a 63, relatively low compared to other programs in OESE, though 2023 posted a 4-point improvement from 2022, restoring the score back to what it was in 2021. Drivers of satisfaction received mixed ratings from grantees this year and ranged from an excellent score of 80 for ED Staff Coordination to 61 for Online Resources. Displaying an exceptional level of professionalism (90) and a strong knowledge of relevant legislation, regulations, policies, and procedures (85) during their interactions with grantees, department staff continue to be a highlight of grantees' experience and lead ED Staff Coordination to be the highest rated driver in 2023. Grantees rated both Documents, which measures the written communication provided to grantees, and Technical Assistance with a 1-point improved score compared to last year. Attributes of the Technical Assistance section reveal that although ED-funded TA provider helpfulness in learning to implement grant projects was indicated to show a notable 10-point improvement, a desire for enhanced assistance with developing resource materials for use in the program still exists among grantees as indicated by a relatively score of 60. With an overall score of 61, Online Resources received the lowest driver rating in 2023 and presents the greatest opportunity for improvement. While the quality of content on the website remained unchanged from 2022 at a fair rating of 66, grantees identified improvements to the accuracy of search results could further increase the overall Online Resources rating, implied by its relatively low attribute score in this section of 58. When asked how the website could be improved, one grantee provided the following suggestion, "I often find that I am unable to locate what I am seeking, even when I put in what I believe are clear search terms. I also feel that some of the information on the site is outdated. While I understand having older guidance documents available, it would be helpful to have the most direct access to the most recent and up to date information." In the custom questions section of the survey grantees were asked to rate the effectiveness of activities in supporting their states implementation of English Language Acquisition State Grants where an increased rating was assigned to three out of four attributes contained in the section, with the highest rated being 75 for provides information about key requirements.

### **Migrant Education Programs (Title I, Part C)**

The Migrant Education Program (Title I, Part C) grantees rated their overall satisfaction a 76 in 2023, a 4-point decline from the previous year. This may be due to marginal decreases in all drivers that the program measured. A decrease of 3 points occurred in the Documents driver (82), Grant Performance Reporting Requirements (76), and Technical Assistance (79), the largest decreases in the program. Despite these declines, the overall driver scores for 2023 fall mainly above the OESE-wide average satisfaction score of 77. The lowest-rated driver was not one that demonstrated the largest decline in the program, however; Online Resources (73) declined just one point from its 2022 score, the smallest decline among all drivers in this program, but was the only driver in which all its attributes did not rate above a score of 80. The grantee's ability to navigate within the site (71) was the lowest-rated attribute within the driver and within the program, indicating website navigation as a pain point among grantees.



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Other than the level of Trust (87) from grantees in the office to meet their organization's needs, the performance of ED Staff (86) is the highest scoring driver, a commonality among many OESE programs. The professionalism of the staff (92) also remains the highest scoring attribute in the ED Staff/Coordination driver this year, though decreased 2 points from 2022. Satisfaction regarding collaboration with other ED programs or offices in providing relevant services (77) dropped 7 points to a level not seen in more than 5 years. When surveyed about what the website could improve on, one grantee responded that "Navigation of the USDE website is generally difficult to find the materials you need when you need them. There are usually a lot of resources and information, but it is difficult to find them through the search function or on sites you might expect to find them."

**Grants for State Assessments**

Satisfaction of grantees in the Grants for State Assessments program fell just 1-point compared to last year for an overall rating of 73 and lands 4-points below the OESE office-wide average. Drivers of satisfaction were met with mixed reviews from grantees this year and range from a low of 63 for Online Resources to 89 for ED Staff/Coordination. Exhibiting a high level of professionalism (94) during grantee interactions and prompt responsiveness (81), Department staff push ED Staff/Coordination (89) to be the highest rated driver in 2023. Also receiving an excellent rating from grantees, Documents, which measures the written communication provided to grantees, received an overall score of 80 and is supported by the strong clarity (82) and organization of information (82) contained within the documents, proving to be a valuable resource for grantees. Despite slightly declining, Technical Assistance was similarly given a strong overall rating of 78 with attributes ranging between 69 for creating opportunities to share best practices via learning groups to 84 for TA services provided in helping successfully implement grant programs/projects. Identified with the lowest driver rating this year and presenting the greatest opportunity for improvement, grantees rated Online Resources with an overall score of 63. Attribute scores in this section reveal an improvement to both grantees ability to navigate within the site (59) and accuracy of search results (62) could aid in boosting the overall driver score higher given their relatively low score and should be a focus of efforts to enhance the grantee experience. When asked how the website could be improved, one grantee said "it is very difficult to find current information. Ensure pages are organized according to most recent resources/guidance and make sure the search words help get users to the information they need". In the custom questions section of the survey, grantees rated aspects related to customer service and implementation support provided by department staff. Here, grantees assigned excellent ratings to three of four rated attributes and despite declining 3-points, the fourth attribute, provides information about key changes to requirements, still received a strong score of 79.

**Teacher and School Leader Incentive Grants (ESEA II-B-1)**

Satisfaction among grantees of the Teacher and School Leader Incentive Grants program dipped slightly in 2023, sliding 3-points for an overall score of 70 and landing 7-points below the OESE office-wide average. Drivers of satisfaction received mixed reviews from grantees this year with scores ranging from 69 for Technical Assistance, to 77 for Documents. Proving to be a valuable resource among grantees, excellent organization of information (82) and a strong relevance to grantees areas of need (79) push Documents to be the highest rated driver this year. Increasing 6-points compared to 2022, Online Resources was identified to be the most improved driver among grantees with a 4-to-7-point improvement exhibited in all six related attributes including a 7-point climb in ability to navigate within the site (74). With the lowest driver score and presenting the greatest opportunity for improvement, grantees rated Technical Assistance a 69. The desire for greater creation of opportunities to share best practices via learning groups (58) allowing grantees to achieve their goal effectively and efficiently was identified as a prime candidate for improvement given its relatively low score. Additionally, increasing the assistance with developing resource materials for use in the program (67) could aid boosting the overall driver score even higher. Grant Performance Reporting Requirements was met with the most varying attribute scores this year and landed at a good overall rating of 73. Attribute scores in this section ranged from 61 for grantee understanding of how ED uses their data, to 90 for ease of submitting reports electronically. In the custom questions section of the survey, grantees were asked to rate aspects related to TSL grant program's cost sharing, matching funds requirement, TSL program's staff, including the program officer, and TSL program's support and technical assistance, where grantees assigned mixed ratings ranging from a low of 62 for support and technical assistance understanding of practices and approaches used by other grantees, to a 94 for both ability to meet cost-sharing/matching requirements and content related to the competition was helpful. Grantees also indicated a notable 7-point improvement as it relates to quality





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of content during EED Summits for an excellent score of 85. In the multiple-choice section of the survey, 70% of respondents indicated that they have the right amount of communication with program officer division staff. When asked the current frequency of communications, 74% of respondents indicated they communicate monthly or more with their program officer.

## Expanding Opportunities Through Quality Charter Schools Program Grants to State Entities

Satisfaction of Expanding Opportunities Through Quality Charter Schools Program Grants to State Entities program grantees declined slightly in 2023, dipping 4-points for an overall score of 56. Driver scores were met with mixed ratings among grantees and ranged from 57 in Online Resources and Grant Performance Reporting Requirements to 69 for ED Staff/Coordination. With an overall score of 69, ED Staff/Coordination was the highest rated driver this year and was driven by Department staff's exceptional level of professionalism (87) and sufficient knowledge of relevant legislation, regulations, policies, and procedures (70). Trailing closely, and receiving improved ratings in four out of five attributes, Documents was rated the next highest among drivers and includes a 4-point improvement for both the clarity (69) and organization of information (71) within the documents. Receiving an overall score of 57 and presenting opportunities for improvement, both Grant Performance Reporting Requirements and Online Resources were rated the lowest drivers among grantees this year. Attribute scores in these sections reveal a notable decline in both grantees ability to find specific information on the site (56, -5) and ease of submitting report(s) electronically (53, -8) and suggesting focused improvements to these areas could aid in driving ratings higher. When asked how the website could be improved, one grantee provided the following suggestion, "it seems to change its look a fair amount and so I'm always having to re-orient to it. Also, I feel like some of the older Dear Colleague letters and such have disappeared. We link to them and all my links are now broken." In the custom questions section of the survey, when rating aspects of meetings/communications, grantees indicated a 4-point improvement to dissemination of resources and opportunities the CSP provides (67) but at the same time a slight decline in how quickly comms and info are provided and made accessible (50). Aspects of monitoring/technical assistance received similar ratings and ranged from 59 for guidance CSP provides on Federal grant compliance to 65 for assistance gives opportunity to give staff an understanding of your project.

## Comprehensive Literacy State Development

Satisfaction of grantees in the Comprehensive Literacy State Development program climbed 6-points in 2023 for an overall rating of 78 and landing 1-point above to OESE office-wide average satisfaction. This rise in overall satisfaction can partly be attributed to grantees assigning favorable, improved ratings to all five drivers including a 6-point increase for Grant Performance Reporting Requirements. Driver scores ranged from 79 for Online Resources to 82 for Documents and all received strong ratings among grantees this year. Documents, which measures the written communication provided to grantees, was the highest rated driver this year. With a great sufficiency of detail to meet program needs (84) and high relevance to grantees areas of need (84), these documents prove to be a valuable resource during grantee processes. Following closely, both ED Staff/Coordination and Technical Assistance drivers received an excellent overall rating of 81 as the next highest rated drivers this year. Department staff continue to support high levels of satisfaction by displaying high levels of professionalism (85) during grantee interactions and indicated by a notable 12-point improvement identified by grantees in responsiveness to questions (80). With slightly more variability, Technical Assistance attributes ranged from 75 in assistance with developing resource materials for use in the program to an outstanding 90 for effort in creating opportunities to share best practices via learning groups. Despite improving 2-points compared to last year for a strong overall score of 79, Online Resources was rated the lowest driver in 2023 and presents the greatest opportunity for improvement. Grantees indicated in this section that an improvement to their ability to find specific information (75) and ability to accomplish what grantees want on the site (76) would aid in boosting the Online Resources driver score further, given their relatively low attribute scores. In the custom questions section of the survey, grantees were asked to rate a variety of aspects related to their program officer, knowledge management systems, and reporting, to which grantees assigned superb scores to all aspects including a 16-point improvement to both ED program officer is responsive when grantees reach out with questions or concerns (83) and ED program officer cares about me, my program, and my success (88) indicating grantees feel a strong sense of value and support from their program officers. Grantees also had to opportunity to provide feedback on the most



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important thing they want ED to know about their experience with CLSD in the custom questions where one grantee provided the following comment, “I think this is an important program. While I am frustrated about the APR reporting window, I understand that it is beyond the program office's control. I want to be able to adequately and fairly report the great things happening in my state”.

### **Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools**

Satisfaction of Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools grantees improved slightly in 2023, climbing 5-points to an overall score of 62. Driver scores were met with mixed ratings among grantees and ranged from 59 for Grant Performance Reporting Requirements to 76 for ED Staff/Coordination. Supported by an exceptional level of professionalism (85) and an excellent knowledge of relevant legislation, regulations, policies, and procedures, department staff push ED Staff/Coordination for a 10-point improvement compared to last year to be the highest rated driver in 2023 with an overall score of 76. Following a similar trend, grantees indicated a 5-point improvement in Technical Assistance (65) as an increased creation of opportunities to share best practices via learning groups (69, +13) helps grantees share and learn in order to accomplish their goals effectively and efficiently. With the lowest driver score and presenting the greatest opportunity for improvement, grantees rated Grant Performance Reporting Requirements at 59. The appetite for a greater understanding of how ED uses grantee data remains the most prominent focus in this section with a relatively low score of 44, however grantees did identify an 8-point improvement in their ease of submitting report(s) electronically. This call for greater understanding of how data is used is again echoed in the following comment provided by a grantee when asked how the grant reporting process could be improved, “I've never received any feedback from DOE on the outcomes/data that we report. Are our outcomes similar to, better than, or worse than our grant cohorts? It's unclear whether our outcomes will have an impact on future DOE or other federal agency grants”. Online Resources showed the greatest attribute variance compared to last year and was given an overall score of 64 by grantees. Attribute scores in this section reveal a notable 15-point decline in the looks and feel/visual appearance (58) as well as an 11-point slide in accuracy of search results (67), and identified by their relatively low scores, improving these aspects could further aid in boosting the overall driver rating. In the custom questions section of the survey grantees indicated a slight decline in the two components related to meetings and communication, offering additional opportunity for improvement, however, when rating components of monitoring and technical assistance, grantees indicated a noteworthy improvement of 6 or more points to all three components including a 14-point increase for technical assistance receive on project implementation and budget questions (70).

### **Education Innovation and Research Programs - Expansion Grants/Mid Phase Grants/Early Phase Grants**

Satisfaction of Education Innovation and Research Programs - Expansion Grants/Mid Phase Grants/Early Phase Grants grantees declined slightly in 2023, dipping 2-points for an overall score of 77 and tying the OESE office-wide average satisfaction. By displaying a high level of professionalism (94) and providing consistent communication about changes that may affect grantee programs (92) department staff push ED Staff/Coordination to be the highest rated driver this year. Following closely, grantees rated Technical Assistance with an excellent score of 84 and provided similarly excellent scores for all attributes contained within the section ranging from 92 for ED-funded TA provider helpfulness in your learning to implement grant projects, to 81 for assistance with developing resource materials for use in the program. With the lowest driver score, dipping 6-points and presenting the greatest opportunity for improvement, grantees rated Grant Performance Reporting Requirements at 69. Identified by their relatively low score, improving the ease of submitting report(s) electronically (62) and providing a greater understanding of how ED uses grantee data (63) would aid in boosting the overall driver score higher. Online Resources remained unchanged at 74 for the second year in a row. Attributes of this section reveal that while the quality of content (78) has improved 3-points from last year, the look and feel/visual appearance (71) leaves room for improvement given its relatively low score. In the custom questions section of the survey, grantees were asked to rate the technical support and assistance you have received from the EIR Evaluation Technical Assistance (TA) contract partners AnLar (Program Support TA) and Abt Associates (Evaluation TA) where despite experiencing slight declines, the most notable being a 6-point decline in connecting with other experts or practitioners working on similar projects, all five aspects received strong



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ratings between 77 and 89. When asked what technical assistance experiences enhanced your capacity to implement your EIR grant, one grantee provided the following comment, “our project team meets regularly (once per month) with our evaluator and evaluation TA to monitor the progress of the evaluation, which has been very helpful”.

**Magnet Schools Assistance Program**

Satisfaction of Magnet Schools Assistance program grantees improved for the second consecutive year, climbing 5-points for an overall score of 85 and landing 8-points above the OESE office-wide average satisfaction of 77. Improving 1-point upon an already fantastic rating, ED Staff/Coordination once again leads as the highest rated driver in 2023 supported by staff near perfect professionalism (97) and effective collaboration with other ED programs or offices in providing relevant services (95). Trailing closely with an overall score of 86, Technical Assistance received the next highest driver score this year. A notable improvement between 3 and 9 points was given to all attributes in this section, with excellent scores ranging between 85 and 87 and indicating efforts to enhance these aspects are improving the overall grantee experience. With the lowest driver score and presenting the greatest opportunity for improvement, grantees rated Online Resources at 82. Grant Performance Reporting Requirements presents additional opportunity for improvement as it contained the lowest rated attribute scores in ease of obtaining data you are required to report (76) and an improved understanding of how ED uses your data (75). In the custom questions section of the survey, grantees were asked to rate the technical support and assistance provided by their program officer where they indicated an exceptional level of service with scores of 93 for program officer’s knowledge of project and ability to meet your specific needs, and 92 for content knowledge of your Program Officer in supporting your program’s success. When asked what specific topics grantees would like technical assistance to address or tools to help with project implementation, one grantee provided the following suggestion, “it would be helpful to know in advance how some of the tools and requirements are going to be implemented and used as well as assessed before we put in the work to create them and the processes around them. We need to know the end result before we begin the work”.

**Indian Education Formula Grants to Local Education Agencies**

Satisfaction of the Indian Education Formula Grants to Local Education Agencies declined slightly this year, dipping 4-points to an overall score of 77 and tying the OESE office- wide average satisfaction. This decline in overall satisfaction can partly be attributed to the decline in all five driver scores. Despite these declines, all five drivers received strong ratings ranging from 76 for Online Resources to 87 for ED Staff/Coordination. With a high level of professionalism (92) and a strong knowledge of relevant legislation, regulations, policies, and procedures (89) department staff drive ED Staff/Coordination to be the highest rated driver this year. Following a similar trend, Documents, which measures the written communication provided to grantees, and Technical Assistance both declined slightly; however, both were able to maintain an excellent rating with an overall score of 81. Regardless of the overall decline in the Technical Assistance driver, attribute scores in this section reveal a 2-point improvement in creating opportunities to share best practices via learning groups and indicates the effort is being made to integrate best practices. With the lowest driver score this year and presenting the greatest opportunity for improvement, grantees rated Online Resources a 76. Improvements to the ability to find specific information (74) and the looks and feel/visual appearance (75) could further boost the overall Online Resources driver score even higher as indicated by their relatively low attribute scores. In the custom questions section of the survey, grantees assigned strong ratings between 86 and 82 or aspects related to technical assistance received from OIE and the application process through EASIE. Grantees were also asked to select topics they had the greatest need for technical assistance to which using the G5 system (32%) was the most commonly selected topic, followed by allowable uses of funds selected by 31% of respondents and expanding membership of parent committees with 30%. When asked what can OIE do to better meet your technical assistance and program improvement needs, one grantee provided the following suggestion, “When going over the grant, do not read the whole thing to us as we can do this ourselves. Talk more to us about what we need for the sections you are requiring information for and examples to use along the way.”



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

Satisfaction of the Education for Homeless Children and Youth program grantees declined slightly in 2023, sliding 1-point for a still strong score of 78 and landing 1-point above the OESE office-wide average satisfaction. Despite this slight decline, all five drivers of satisfaction were rated favorably among grantees with scores ranging from 90 for ED Staff/Coordination to 74 for Online Resources. Similar to years past, Department staff continue to support the high level of satisfaction with their exceptional level of professionalism (95) and knowledge of relevant legislation, regulations, policies, and procedures (93) however, a focus to maintain responsiveness should be emphasized following a 6-point decline compared to last year for responsiveness to grantee questions. Trailing closely, grantees assigned a very strong score of 85 for the Documents driver. Attributes in this section follow a similar path and all received excellent ratings of 81 or above. Drivers Technical Assistance and Grant Performance Reporting Requirements were also given excellent ratings by grantees both with an overall score of 80. With the lowest driver score in 2023, Online Resources was given an overall rating of 74 by grantees and presents the greatest opportunity for improvement. Identified by a relatively low score, grantees indicated the ability to find specific information (73) as an area of focus when considering possibilities to enhance the overall grantee experience, however, four other attributes in this section scored similarly at 74 including ability to accomplish what you want on the site, accuracy of search results, ability to navigate within the site, and look and feel/Visual appearance, and can also be areas of consideration. When asked how the website could be improved, one grantee provided the following suggestion, “the website would benefit from a more user-friendly approach that integrates an intuitive platform design”. In the custom questions section of the survey, grantees rated attributes with mixed reviews as some improved and others declined, however all attributes related to Department of ED staff and NCHE staff technical assistance with exceptionally strong ratings between 82 for assisting you to impact performance results - US Department of Education to 91 for support quality for collecting/submitting data - Tech Assistance Center (NCHE).

### **Rural Education Achievement Program (REAP)**

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

Satisfaction of REAP Rural and Low-Income School Program grantees continues to consistently improve since 2016, increasing for the sixth consecutive year and climbing 4-points to an overall rating of 84. This excellent rating for satisfaction lands 7-points above the OESE office-wide average and can partly be attributed to an improved rating for all five drivers with impressive scores ranging between 82 for Grant Performance Reporting Requirements to 93 for ED Staff/Coordination. Continuing to support the high level of satisfaction, Department staff were again a highlight of the grantee experience displaying exceptional professionalism (95) and knowledge of relevant legislation, regulations, policies, and procedures (95). Climbing 5-points, Technical Assistance was the most improved driver rating compared to 2022 with a strong overall score of 86, however, it also contained the greatest score decline of attributes with a notable 11-point slide in ED-Funded TA Provider helpfulness in your learning to implement grant project (74). Despite increasing 4-points from last year, Grant Performance Reporting Requirements was the lowest rated driver and presents the greatest opportunity for improvement. Indicated by a relatively low attribute score, grantees reveal an improvement to their understanding of how ED uses your data (74) could further increase the overall driver rating. In the custom questions section of the survey, when grantees were asked to select technical assistance topics they will need in the future to improve the performance of their grant, monitoring RLIS grantees (57%) was the most frequently selected topic, followed by reporting and use of data which, up 15% from 2022, was selected by 46% of respondents. When asked, how the Quarterly REAP Work Groups could be more beneficial to your State educational agency, one grantee provided the following suggestion, “The work groups are pretty awesome. They could be more interactive with the coordinators. Increase the time for Q&A because sometimes the sessions feel rushed. We need just open forums to express questions, concerns, and ideas in addition to the informational quarterly sessions.”

### **Rural Education Achievement Program (REAP)**

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

Satisfaction of REAP Small, Rural School Achievement Program grantees declined slightly in 2023 for an overall score of 81, however, still lands 4-points above the OESE office-wide average satisfaction of 77. Continuing to support the high level of satisfaction, Department staff were once again a highlight of the grantee experience displaying exceptional professionalism (88) and responsiveness to grantee questions (86). Trailing closely, Documents, was rated an 84 by grantees with all five attributes receiving excellent





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ratings between 83 and 85. Despite slightly declining, both Grant Performance Reporting Requirements and Technical Assistance maintained an excellent rating with an overall score of 80. Within the Technical Assistance section, grantees indicated a notable improvement of 9-points to ED-Funded TA Provider helpfulness in your learning to implement grant project for an outstanding score of 89. With the lowest driver score in 2023, grantees identified Online Resources as holding the greatest opportunity for improvement with a relatively low score of 77. Although this is still a strong overall score, attribute scores in this section reveal an improvement focused on ability to navigate within the site (76) and the look and feel/visual appearance (76) of the site could aid in pushing the overall driver rating even higher. In the custom questions section of the survey, grantees indicated they are most likely to hear about REAP program updates and events via email announcements from REAP with a comparatively high score of 88 and least likely to hear via social media (37). When grantees were asked to select technical assistance topics they will need in the future to improve the performance of their grant, use of G5 (49%) was the most frequently selected topic among grantees, followed by use of funds at 44% and grant application process at 32%; down 19% from 2022.

**Promise Neighborhoods**

Satisfaction of Promise Neighborhood grantees declined 7-points in 2023 for an overall score of 69 and landing 8-points below the OESE office-wide average. This decline in overall satisfaction can partly be attributed to the decline in all five driver scores compared to last year. Driver scores ranged from a low of 66 for Online Resources to a high of 83 for ED Staff/Coordination as Department staff continue to be a highlight of the grantee experience with their high level of professionalism (92) and sufficiency of legal guidance in responses (85). Following closely, Technical Assistance received the next highest driver score of 76. Regardless of a 12-point decline for ED-Funded TA Provider helpfulness in your learning to implement grant project (72) grantees find creating opportunities to share best practices via learning groups (84) fulfills the desired for opportunity for collaboration as indicated by its excellent score. Online Resources was indicated to be the lowest rated driver among grantees with an overall score of 66 and presents the greatest opportunity for improvement. Revealed by their relatively low score, grantees identify the ability to find specific information (63) and the ability to accomplish what they want on the site (65) to be areas most propitious for improvements to further push the overall score higher. With an overall score of 75, Documents declined 8-points from 2022, however, all attributes were still rated favorably among grantees and ranged between 72 for comprehensiveness in addressing the scope of issues that you face, up to 76 for both organization of information and relevance to your areas of need. In the custom questions section of the survey, grantees assigned strong scores to all topics reviewed with the exception of the SCORECARD system which remained relatively low with a score of 68 and offering additional opportunities for improvement. Additionally, in the custom questions grantees reveal the number of respondents who asked for assistance in areas unrelated to fiscal or grant admin issues decreased from 44% in 2022 down to 29% in 2023.

**Supporting Effective Educator Development Program**

Grantee satisfaction of the Supporting Effective Educator Development program improved for the third consecutive year in 2023 for an overall score of 73. This continual progression of satisfaction indicates that focused efforts are indeed enhancing the overall grantee experience and is supported by a moderate improvement in two of five driver ratings. All five drivers received favorable ratings from grantees with scores ranging from a low of 72 for Online Resources to a high of 85 for ED Staff/Coordination. Continuing to be recognized as a highlight of the grantee experience, Department staff continue to push ED Staff/Coordination to be the highest rated driver in 2023 with their exceptional professionalism (93) and ample sufficiency of legal guidance in responses (86). Grant Performance Reporting Requirements was the most improved driver from last year, increasing 8-points to an overall score of 78. Grantees indicated an improvement in four out of five attributes contained in this section including a 15-point increase for usefulness of the data to help you improve your grant program/project. Declining slightly for the lowest driver score and offering the greatest opportunity for improvement, Online Resources was rated a 72 by grantees this year. Efforts to improve the ability to find specific information (69) and the accuracy of search results (70) were identified by grantees as areas of focus given their 5 and 8 point respective declines and relatively low overall ratings. In the custom questions section of the survey, grantees assigned strong ratings in the 80s and 90s for all attributes related to SEED grant program's cost sharing, matching funds requirement, SEED program's staff, including the program officer, and



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SEED program's support and technical assistance. Similarly, when rating SEED application process and the online resource provided, grantees indicated an improvement for all 8 attributes including a 15-point climb for provided quality of content and connections of the Communities of Practice (74). Additionally in the custom questions section, grantees assigned relatively low scores when reviewing attributes of the EED Communities 360 website, including a 69 for both interactive logic model useful resource for supporting implementation of grant and budget resources available online are a useful resource.

**Payments for Federal Property (Section 7002)**

Satisfaction of grantees in the Payments for Federal Property program rebounded to its 2021 level, climbing 1-point to 82 and landing 5-points above the OESE office-wide average. Drivers of satisfaction followed a similar trend either improving upon their previous year ratings or remaining unchanged, all received excellent ratings above 80. As in years past, ED Staff/Coordination was rated the top driver of satisfaction with an impressive overall score of 92. Supported by the staff's high level of professionalism (94) during grantee interactions and abundant knowledge of relevant legislation, regulations, policies, and procedures (94), ED Staff/Coordination continues to be a highlight of the grantee experience. Unchanged from a year ago, Documents, which measures the written communication provided for grantees, received an excellent overall score of 84. With attribute score climbing slightly to all be rated an 84 or 85, including a 2-point improvement for relevance to your areas of need (85), these resources maintained their value and effectiveness and prove useful to grantees. Despite receiving the lowest rating in 2023, Online Resources increased 1-point to an overall score of 81. While attribute scores reveal a strong accuracy of search results (83) and an improved ability to accomplish what you want on the site (82), grantees indicate an improved ability to navigate within the site (79) could further enhance the overall rating of the Online Resources driver. In the multiple choice section of the survey, 91% of respondents indicated they are satisfied with the quality of EDs products and services. When asked how the website could be improved, one grantee said they would like a "better ability to access notifications and communications as well as voucher pdf files rather than print screen options."

**Demonstration Grants for Indian Children/Special Projects Demonstration Grants**

Grantees of the Demonstration Grants for Indian Children/Special Projects Demonstration Grants program rated their satisfaction at 85 for the second consecutive year, landing 8-points above to OESE office-wide average of 77. The five drivers of satisfaction were met with mixed reviews among grantees with two showing improvement, one remaining unchanged, and two exhibiting slight declines. With an exceptionally high level of professionalism (91) and knowledge of relevant legislation, regulations, policies, and procedures (91) ED Staff/Coordination was once again the highest rated driver in the survey. Following closely, Documents, which measures the written communication provided to grantees, received an overall score of 88 and can be considered a highlight in the grantee experience as valuable resources. Technical Assistance followed a similar trend, remaining unchanged with its excellent overall score of 85 indicating a capable and efficient service provided. Declining 7-points and receiving the lowest driver rating, Online Resources was rated a 74 and presents the greatest opportunity for improvement. Attribute scores in this section reveal a 10-point decline in ability to accomplish what grantees want on the site (73) and suggest improvements to this and similar scoring areas could have the greatest effect on improving the overall rating. Despite declining 2-points, Grant Performance Reporting Requirements received a strong overall score of 79 with attribute scores ranging from 85 for availability of assistance in completing your report(s) to a relatively low score of 70 for ease of submitting report(s) electronically. In the custom questions section of the survey grantees gave excellent ratings between 81 and 86 for all aspects related to Native Youth Community Projects (NYCP) program. In the multiple-choice section of the survey, 38% of respondents identified as a new project director within the last twelve months. Additionally, 65% of grantees indicated they received one-on-one technical assistance, further emphasizing the importance of quality technical assistance. When ranking the priority of technical assistance topics, 34% of grantees ranked performance reporting as the number one priority, followed by 16% assigning using G5 as the top priority.

**Neglected and Delinquent State and Local Agency Programs**

Neglected and Delinquent State and Local Agency programs grantee satisfaction climbed 14-points compared to last year for an overall score of 59. Although grantees overall satisfaction experienced a notable improvement, the five drivers were met with mixed reviews by grantees and ranged from 60 for



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Online Resources to 77 for ED Staff/Coordination. Despite experiencing the greatest decline (-7-points) compared to last year, Department staff push ED Staff/Coordination as the highest rated driver in 2023 with their continually high level of professionalism (86) and strong communication about changes that may affect programs (80). With an overall score of 69, Technical Assistance was the second highest rated driver this year and also the most improved, increasing 7-points. Attributes of this section reveal a notable 29-point improvement to ED-Funded TA Provider helpfulness in your learning to implement grant project and a 10-point increase in creating opportunities to share best practices via learning groups. With an overall score of 60, Online Resources was the lowest rated driver this year and presents the greatest opportunity for improvement. Grantees indicated an improvement to the accuracy of search results (56) or ability to navigate within the site (58) as areas that would have the greatest impact on raising the overall score demonstrated by their relatively low scores. Much like overall satisfaction, grantees' level of trust in the office to meet their organizations needs improved 11-points to 68. In the custom questions section of the survey, grantee rated US Dept. of ED program staff technical assistance with notable increases in all but one attribute including a 24-point improvement to support quality for collecting/submitting data (Tech Assistance Center (NDTAC)), and a 23-point improvement to meeting program compliance requirements (Tech Assistance Center (NDTAC)). Attribute scores in this section ranged from a low of 63 for assisting to impact performance results - Tech Assistance Center (NDTAC), to a high of 75 for responsiveness in answering questions - Tech Assistance Center (NDTAC).

**Teacher Quality Partnership Program**

Satisfaction of the Teacher Quality Partnership Program grantees rated their satisfaction a 69 in 2023. This 10-point decline from last year can partly be attributed to the decreased rating given to all five drivers of satisfaction with scores ranging from 71 for Documents, to 82 for ED Staff/Coordination. With an overall score of 82, ED Staff/Coordination maintained its excellent ratings as the highest scoring driver in 2023. While Department staff continue to display an exceptional level of professionalism (88) and knowledge of relevant legislation, regulations, policies, and procedures (85), there was a notable decrease in responsiveness (77) compared to last year indicated by a 14-point lower rating. Grant Performance Reporting Requirements was also rated favorably among grantees with a strong overall score of 77. With the exception of grantees desire for greater understanding of how ED uses their data (67) the remaining five attributes in this section were also given favorable ratings between 74 for clarity of reporting requirements, to 88 for ease of submitting reports electronically, and suggesting efforts to improve the grantee experience may be more impactful focused elsewhere. With an overall score of 71 and presenting the greatest opportunity for improvement, Documents received the lowest driver score in 2023. Grantees indicated an improvement to comprehensiveness in addressing the scope of issues that you face (70) would further drive the overall Documents score higher. Similarly, in the Technical Assistance (75) section, grantees identified one of the lowest rated attributes this year to be enhancing staff skills needed for successful program management with a relatively low score of 69, however other aspects of technical assistance, like creating opportunities to share best practices via learning groups (81) maintained an excellent rating. In the custom questions section of the survey, when rating aspects of technical support and assistance received from the EED TA Center/AEM, grantees indicated an improved rating in four out of seven aspects including an 8-point improvement to provided quality content during EED Summits (83) and a 5-point climb for provided useful direct technical assistance (71). On the other hand, grantees identified TQP supports in identifying solutions to cost-sharing/matching requirements as the lowest rated attribute in the custom questions section with a relatively low score of 61 and TQP's ability to meet cost-sharing/matching requirements as a highlight of the grantee experience with an exceptional score of 88. When asked what improvements to the program would be recommend in order to be support grantees in successfully administering their grant, one respondent provided the following suggestions: "more outreach by technical assistance provider; more up-to-date calendar of events on website; participation in community of practice with other grantees beyond yearly summit."

**School Climate Transformation Grants (LEAs)****Local Education Agency**

Grantees of the School Climate Transformation Grants (LEAs) program rated their satisfaction in 2023 at 85 for the third consecutive year. Similarly, as was the case in 2022, grantees assigned excellent ratings above 80 for all five drivers of satisfaction ranging from 81 for Online Resources to 92 for ED Staff/Coordination. With an exceptionally high level of professionalism (96) displayed during their interactions with grantees and an improved level of responsiveness to questions (90), department staff



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push ED Staff/Coordination (92) to be the highest scoring driver. Close behind with an unchanged overall score from 2022 of 88, grantees indicated Technical Assistance provided by program staff to be the next highest rated driver. Attributes contained in this section were all rated favorably by grantees including a 97 for ED-funded TA provider helpfulness in your learning to implement grant project. With a similarly unchanged rating from last year, Documents, which measures the written communication provided to grantees, was assigned an excellent overall score of 87. The Grant Performance Reporting Requirements (83) section contained the lowest rated attribute, offering opportunity for improvement within the ease of submitting report(s) electronically as grantees indicated with a the relatively low score of 73. Online Resources (81) was the lowest rated driver, declining 3-points overall in 2023 and offers additional opportunity for improvements. However, despite a slight decline in all six attributes, an excellent rating of 81 or higher was given to all six and suggests efforts in this area should focus on keeping current to prevent further decline. In the custom questions section of the survey grantees were asked to rate the helpfulness of technical assistance from the OSSS office where a strong score of 85 was given. Grantees also indicated in the custom question that the most helpful form of technical assistance was email communication (45%, +11% from 2022), followed by annual meetings/conferences which was selected by 29% of respondents. Leveraging alignment, integration and sustainability was selected by 71% of respondents as the most useful technical assistance content this year, down from 82% in 2022. Grantees also indicated in this section a growing usefulness in content related to using data for effective student outcomes as denoted by a 3% increase in frequency from 64% to 67% in 2023.

**Native Hawaiian Education Act Program**

Satisfaction of Native Hawaiian Education Act program grantees improved for the second consecutive year, climbing 4-points to an 88 in 2023 and landing 11-points above the OESE office-wide average. This improvement in satisfaction is backed by an improved rating to four out of five drivers ranging from a high of 94 for ED Staff/Coordination to 83 for Online Resources, making all five driver scores considered excellent. Department staff continue to drive high levels of satisfaction with their reliable knowledge of relevant legislation, regulations, policies, and procedures (96) and professionalism (96) displayed during grantee interactions, pushing ED Staff/Coordination to be the leading driver in 2023. Documents, which measure the written communication provided to grantees followed a similar path with the second highest driver score of 91 and proved to be a valuable, well-rounded resources for grantees as all five attributes were rated a 91 or higher among grantees. Despite receiving the lowest driver rating in 2023, Online Resources was also indicated to be the most improved driver compared to 2022, climbing 7-points for an overall score of 83. While four out of five attributes in this section received a score of 83, grantees identified the website look and feel/visual appearance (82) and ability to find specific information (82) as areas of possible improvement with their relatively low score. In the custom questions section of the survey, grantees displayed a high level of ease in locating and understanding information in the required application package by assigning scores in the high 80s and low 90s for all ten aspects that were asked about. Similarly, grantees indicated a 5-point improvement when rating the helpfulness of NHE website information. The form of technical assistance that grantees found most helpful in 2023 was webinars (86%) which increased 19% from 2022, followed by email communication which was selected by 82% of respondents for the second consecutive year. When asked what technical assistant topics the NHE program can provide to support the effective implementation of grantee projects, the following suggestion was provided, "Technical assistant topics should include more information on budget and budget carryover".

**Alaskan Native Education Program**

Satisfaction of the Alaskan Native Education Program grantees declined slightly for the second consecutive year, sliding 4-points for an overall score of 73 and landing just 4-points below the OESE office-wide average satisfaction. This dip in overall satisfaction can partially be attributed to the decline in four of five driver scores compared to last year while only one, Grant Performance Reporting Requirements, showed improvement. Despite the declining compared to 2022, Department staff continue to provide exceptional support and were identified to be a highlight of the grantee experiences with their relatively high ratings in both professionalism (90) and knowledge of relevant legislation, regulations, policies, and procedures (86) displayed during their interactions, making ED Staff/Coordination once again the highest rated driver in 2023. Following a similar trend but still maintaining its strong overall





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rating, Documents (77), which measures the written communication provided to grantees, was the next highest rated driver among grantees with all five attributes scoring in the mid-to-high 70's. The most notable year-to-year increase was seen in Grant Performance Reporting Requirements where grantees indicated a 10-point increase for availability of assistance in completing your report(s) for an excellent score of 81 as well as a 5-point increase for ease of submitting report(s) electronically (76). With the lowest driver score in 2023 and presenting the greatest opportunity for improvement, grantees rated Technical Assistance at 66. Attribute scores in this section reveal that while ED-Funded TA Provider helpfulness in your learning to implement grant project (90) is more than sufficient, a focus to improve the assistance with developing resource materials for use in the program (61) could further drive satisfaction higher. Similarly in this section, grantees signaled a desire for creating more opportunities to share best practices via learning groups with a relatively low attribute score of 60. In the custom survey section, when asked "has your program officer initiated technical assistance with you or anyone on the ANE staff during the past 3-6 months", 43% indicated that their program officer initiated technical assistance, down from 52% last year. Grantees were also asked what form of technical assistance they found most helpful to which 83% of respondents selected "Email communication" (66% in 2022) followed by "Webinars" which was selected by 57% of respondents (69% in 2022).

**Innovative Approaches to Literacy**

Grantees of the Innovative Approaches to Literacy program rated their satisfaction an 88 in 2023. This 3-point improvement can be attributed to an improved rating for three of the five drivers of satisfaction and lands 11-point above the OESE office-wide average of 77. With all six attribute scores rated a 93 or higher by grantees, Department staff continue to carry satisfaction with their exceptionally high level of professionalism (99) and knowledge of relevant legislation, regulations, policies, and procedures (96) making ED Staff/Coordination the highest rated driver this year. Trailing closely, Documents, which measures the written communication provided to grantees, and Grant Performance Reporting Requirements both received an excellent overall score of 89. The well-organized information (90) and sufficiency of detail to meet program needs (90) included in documents make them a valuable resource to grantees indicated by their relatively high scores. Similarly in Grant Performance Reporting Requirements, grantees indicated a notable improvement in both availability of assistance in completing your report(s) (93) and clarity of reporting requirements (90) which jumped 7 and 8 points respectively. Despite an excellent overall score, Online Resources was identified by grantees as the lowest rated driver in 2023 and presenting the greatest opportunity for improvement. Attribute scores in this section reveal a slight 3-point decline in three aspects including accuracy of search results (85), ability to navigate within the site (85), and look and feel/visual appearance (84) and suggesting improvements to these areas could aid a further increase the overall rating. In the custom questions section of the survey, grantees were asked to rate aspects of technical assistance provided by ED staff and 2M Research where very strong scores were given even higher ratings by grantees, including a 9-point improvement in helpfulness of performance reporting (92) and a 1-point climb in grantees overall satisfaction with service provided by the representative (92). In the multiple-choice section of the survey, grantees were asked if they received tech assistance from ED-funded TA provider in the last 12-months to which only 6% of respondents indicated they received tech assistance, down from 21% in 2022.

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

Grantees of the High School Equivalency Program rated their satisfaction this year at 88 for the second consecutive year. Although overall satisfaction remained unchanged, three of the five drivers of satisfaction experienced a slight decline in score this year compared to last while one improved slightly and the other, much like satisfaction, remained unchanged. Despite these fluctuations, all five drivers were given excellent overall ratings of 80 or above. Led by their exceptional professionalism (97) and responsiveness to grantee questions (94) during their interactions, ED Staff/Coordination received the highest driver score this year with an overall score of 93. Trailing closely, grantees assigned a very strong score of 91 for both Documents, which measures the written communication provided to grantees, and Grant Performance Reporting Requirements. In the documents section, attributes score ranged from a high of 93 for clarity to 89 for comprehensiveness in addressing the scope of issues that you face. Despite its excellent overall rating, grantees identified Online Resources (80) as the lowest rated driver in 2023 and holding the greatest opportunity for improvement. Attribute scores in this section reveal that while the quality of content (81) is meeting grantee needs, look and feel/visual appearance (76) improvements of the website could further boost the overall Online Resources score even higher.



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Technical Assistance (88) also improved 1-point compared to last year and contained a noteworthy perfect attribute score of 100 for ED-Funded TA Provider helpfulness in your learning to implement grant project. In the custom questions section of the survey, grantees were asked to rate aspects of their program staff where an improvement in both accessibility and responsiveness (94) was indicated, along with a slight 4-point decline in usefulness of updated technical assistance resource pages on HEP.ed.gov. When asked how the HEP team's services can be improved over the next year to better meet your needs as a Program Director implementing the HEP, one grantee provided the following suggestion, "[I] would love to see more TEAMS/Zoom meetings with OME staff to allow us to talk about program struggles and provide support to each other."

**College Assistance Migrant Program (CAMP) – Migrant Education**

Satisfaction of the College Assistance Migrant Program grantees improved by 2-points in 2023 for an overall score of 88 and landing 11-points above the OESE office-wide average satisfaction. Of the five drivers of satisfaction, one improved, three remained unchanged, and one declined slightly compared to last year, however, all five maintained their excellent ratings and suggest efforts could focus on maintaining current levels rather than seeking new solutions. With a perfect score of 100 for their outstanding professionalism, department staff drive a high satisfaction among grantees aided by their more than adequate sufficiency of legal guidance in responses (98) and making ED Staff/Coordination (96) the highest rated driver in 2023. Despite slipping 2-points compared to last year, Grant Performance Reporting Requirements (90) also remained at an exceptionally high rating with grantees indicating a high level of ease of submitting report(s) electronically (96) and availability of assistance in completing your report(s) (93). Despite remaining unchanged at an excellent overall score of 80, Online Resources was the lowest rated driver in 2023 and presents an opportunity for improvement. Although attribute scores in this section were all given strong ratings between 78 and 83, grantees identified look and feel/visual appearance (78) as the lowest scoring attribute in the survey with a 2-point decline from last year and reveal improvements to this area could further push the overall driver score higher. In the multiple-choice section of the survey, grantees were asked if they received tech assistance from ED-funded TA provider in the last 12-months to which only 6% of respondents indicated they received tech assistance, down from 16% in 2022. When asked how the CAMP team's services can be improved over the next year to better meet your needs as a Program Director implementing the CAMP, one grantee provided the following comment, "maybe a webpage with FAQ, and video tutorials that might quickly answer a smaller set of issues and questions director encounter especially during the first few years of the new program".

**Full-service Community Schools (ESEA IV-F-2, section 4625) Program**

In the fourth year of survey participation, satisfaction of Full-service Community Schools program grantees rebounded with a 17-point increase in 2023, landing at an overall score of 73. This notable improvement in satisfaction can primarily be attributed to the sizable 13-point or greater improvement in all five drivers and scores ranged from a high of 86 for ED Staff/Coordination, to a low of 65 for Online Resources. Similar to years past, Department staff continue to drive a high satisfaction with their remarkable level of professionalism (90) and knowledge of relevant legislation, regulations, policies, and procedures (89), pushing ED Staff/Coordination to be the top-rated driver in 2023. The Documents driver followed a similar trend with a strong overall score of 79. Attributes of this section all received excellent ratings with the exception of comprehensiveness in addressing the scope of issues that you face (77), suggesting efforts in this area should target maintaining current levels and improvements may be more effective in other areas such as Online Resources. Online Resources received the lowest driver rating this year and presents the greatest opportunity for improvement as indicated by its relatively low attribute scores. In this section, grantees reveal an improvement to their ability to find specific information (63) and an enhanced look and feel/visual appearance (65) of the website could push the overall Online Resources driver score to a higher level. In the custom questions section of the survey, when asked to rate the ED Program Contacts quality of assistance, grantees assigned a strong score of 88, up 18-points from last year. When asked what specific type of technical assistance content would be most useful to grantees in the successful implementation of their grant project, one grantee suggested "bringing school partners into the process so they see its value".

**Charter School Programs Credit Enhancement Grants**

In the first year of survey participation, Charter School Programs Credit Enhancement Grants program grantees rated their satisfaction at 64 and land 13-points below the OESE office-wide average



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satisfaction of 77. The five drivers of satisfaction were met with mixed ratings from grantees and range from 50 for Grant Performance Reporting Requirements, to 82 for ED Staff/Coordination. As with a majority of programs surveyed, ED Staff/Coordination was the highest rated driver with their exceptional professionalism (94) and knowledge of relevant legislation, regulations, policies, and procedures (88), department staff are identified to the highlight of the grantee experience as reflected by their relatively high scores. With a sizable gap in score, Technical Assistance was the next highest rated driver with an overall score of 67. Attributes in this section showed the most variability, ranging from an excellent 81 for creating opportunities to share best practices via learning groups to 63 for assistance with developing resource materials for use in the program. Documents, which measures the written communication provided to grantees, follows a similar path with an overall score of 66 however did not present the same variability as all five attributes received scores in the 60's including a 69 for both organization of information and sufficiency of detail to meet your program needs. With the lowest driver score this year, Grant Performance Reporting Requirements was rated at 50 among grantees and presents the greatest opportunity for improvement. Identified by their low attribute scores, an appetite for a greater understanding of how ED uses grantee data (32) and an improved usefulness of the data to help grantees improve their grant program/project (41) exists among grantees and targeted improvements to these areas could push the overall Grant Performance Reporting Requirements driver score higher. In the custom questions section of the survey, grantees were asked to rate aspects related to meetings and communications where grantees assigned a score of 69 for overall communication and information sharing but indicate communication and info sharing as it relates to CSPs annual meetings (60) holds additional opportunity for improvement. Grantees were also asked to rate technical assistance provided by their program staff in the custom questions section of the survey to which a strong score of 74 was given.

**Assistance for Arts Education Development and Dissemination Program**

Grantees of the Assistance for Arts Education Development and Dissemination program rated their satisfaction at 72 this year, reverting back to its 2020 score after two consecutive years of improvement. This decline in satisfaction can be attributed to the decreased ratings given by grantees to all five drivers compared to a year ago, ranging from a high of 86 for ED Staff/Coordination to a low of 67 for Online Resources. Once again, ED Staff/Coordination leads as the highest rated driver and plays a critical role in maintaining satisfaction as a highlight of the grantee experience. With the exception of responsiveness to your questions (74) which slid 20-points from last year, the remaining five attributes were all assigned excellent scores of 83 or higher including an exceptional score of 93 for both professionalism and knowledge of relevant legislation, regulations, policies, and procedures. Following closely with an overall score of 82, Grant Performance Reporting Requirements was the next highest rated driver among grantees in 2023. Attribute scores in this section reveal similarly excellent ratings, however a decline in all attribute scores suggests efforts in this area should be to prevent further decline rather than additionally improve. With the lowest overall driver score in 2023 and presenting the greatest opportunity for improvement, Online Resources was rated a 67. Here, grantees identified a 10 or more-point decline in three different aspects including ability to find specific information (64), quality of content (64), and ability to accomplish what you want on the site (70) and suggest an improvement in these areas will have the greatest effect on enhancing the grantee experience and driving the overall score even higher. In the custom questions section of the survey, grantees were asked to rate the technical assistance received from the Department. Staff where grantees gave excellent ratings to all four attributes including an 85 for helpfulness of info/guidance provided during the December TA Webinar on Prior Approvals, and an 82 for their ability to work with you to resolve issues. When asked what the ARTS team could do to improve the content of technical assistance, one grantee provided the following suggestion, "possibly host round tables for new grantees, providing tools that help grantees anticipate and plan in advance for reporting (i.e., a calendar/planner) and other USDE activities, and more interactions/availability throughout the year".

**American Rescue Plan Emergency Assistance to Non-Public Schools (ARP EANS)**

In the second year of survey participation, American Rescue Plan Emergency Assistance to Non-Public Schools program grantees rated their satisfaction a 63. This 17-point improvement suggests efforts to improve the grantee experience are being appropriately focused and are gradually enhancing grantees'



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overall experiences. Pushing this satisfaction improvement, all five drivers received improved ratings compared to last year and jumped between 1- and 12-points to range from a high of 79 for ED Staff/Coordination to 56 for Grant Performance Reporting Requirements. The most noteworthy improvement this year was seen in the ED Staff/Coordination driver which leaped 12-points from 2022 for an overall score of 79. With the exception of collaboration with other ED programs or offices in providing relevant services (73), attribute scores in this section all grew between 8 and 15 points and suggest this to be a highlight of the grantee experience and a key element in maintaining satisfaction with their exceptional professionalism (91) and knowledge of relevant legislation, regulations, policies, and procedures (79) displayed during interactions with grantees. Despite improving 1-point overall, Grant Performance Reporting Requirements was identified as the lowest rated driver in 2023 and presents the greatest opportunity for improvement. Attribute scores in this section reveal that although efforts to improve are generally headed in the right direction, a desire still exists among grantees to improve the usefulness of the data to help grantees improve their grant program/project (43) as reflected by its relatively low score. Like satisfaction, year over year improvements were also reflected in the multiple-choice section where grantees used an agreement scale to rate if the quality of ED's products and services are satisfactory to which 64% selected either "Strongly Agree" or "Agree" compared to 50% last year. In the custom questions section of the survey, grantees were asked to rate the technical assistance provided to them by their program specialist where grantees assigned excellent ratings between 79 for ability to resolve issues, and 82 for ability to listen to, accept and act upon grantee feedback, suggesting this is another area of strength for the American Rescue Plan Emergency Assistance to Non-Public Schools program. Also in the custom questions section, grantees indicated a noteworthy 20-point improvement for helpfulness of ARP EANS officer in connecting grantees to resources and relationships to implement grant (79).

**Elementary and Secondary School Emergency Relief Fund Program**

In its third year of survey participation, Elementary and Secondary School Emergency Relief Fund program grantees rated their satisfaction at 54. This 5-point decline marks a program low and falls 23-points below the OESE office-wide average satisfaction suggesting opportunities for improvement exist in a variety of aspects of the grantee experience. Drivers of satisfaction were given mixed ratings from grantees in 2023 and ranged from a high of 77 for ED Staff/Coordination, to a low of 45 for Grant Performance Reporting Requirements. Despite these declines, Department staff continue to provide effective support for grantees and be a highlight of their experience, driving satisfaction with their exceptionally high level of professionalism (91) and suitable knowledge of relevant legislation, regulations, policies, and procedures (77), and pushing the ED Staff/Coordination driver score for a 7-point improvement and the highest driver score this year. All six attributes in this section received improved ratings, with the most notable being a 12-point increase in sufficiency of legal guidance in responses (74). Documents, which measures the written communication provided to grantees, was rated at 72 among grantees this year for the second highest driver score. Attribute scores in this section reveal that while the organization of information (76) has improved slightly from the previous year, enhancing the comprehensiveness in addressing the scope of issues that you face (65) could further boost the overall Documents rating. With an overall score of 45, Grant Performance Reporting Requirements presents the greatest opportunity for improvement. In this section grantees identified clarity of reporting requirements (55) as the highest rated attribute and ease of obtaining data grantees are required to report as the lowest rated attribute with an unchanged score from last year of 33 and holding the greatest opportunity for improvement. Similarly, grantees' level of Trust in the office to meet their organization's needs followed a similar path, dipping 9-points compared to last year for an overall rating of 58. In the custom questions sections of the survey grantees were asked to rate aspects of the technical assistance provided by their program officer. With an 8-to-13-point increase experienced in all four attributes and scores ranging from 78 for ability to resolve issues to 85 for their ability to listen to, accept and act upon grantee feedback, efforts should focus on maintaining the excellent technical support rather than improving it as improvements in other areas will have a greater effect overall.

**School Based Mental Health Grant Program (National Programs)**

The School-Based Mental Health Grant Program participated in the survey for the first time in 2023 where grantees rated their satisfaction a 71. Although this is still considered a good overall score, it does fall 6-points below the OESE office-wide average and suggests room for improvement exists. The five drivers of satisfaction all received good to excellent ratings from grantees and ranged from 83 in ED Staff/





## Grantee Satisfaction Survey

Coordination to 69 for Grant Performance Reporting Requirements. As with most programs, Department staff drive grantee satisfaction with their exceptional level of professionalism (92) and ample knowledge of relevant legislation, regulations, policies, and procedures (86) during their interactions with grantees. Documents, which measures the written communication provided to grantees, trailed closely with an overall score of 78. Clarity (78) of the documents and relevance to grantees areas of need (78) were the leading attributes in this section however all five attributes were given a strong score of 77 or 78. with an overall score of 74, Online Resources was the next highest rated driver in 2023 where grantees pointed to accuracy of search results and look and feel/visual appearance as the top attributes with a score of 76 and their ability to find specific information, accomplish what they want on the site, and navigate within the site as the lowest with a score of 73. The most variability in attribute scores was seen in the Technical Assistance section of the survey, which also contained the highest rated attribute within the survey. Here, grantees assigned a rating of 94 to ED-Funded TA Provider helpfulness in your learning to implement grant project, suggesting it to be a highlight of the grantees experience, while also indicating a greater appetite for creating opportunities to share best practices via learning groups (67) to further boost the overall score. With the lowest driver score this year, Grant Performance Reporting Requirements was rated a 69 among grantees and presents the greatest opportunity for improvement. Attributes of this section reveal that while the availability of assistance in completing your reports (71) was adequate, room for improvement exists in their ease of obtaining data they are required to report as seen by its relatively low score of 63. When asked how the website could be improved, one grantee provided the following suggestion, “provide more resources (and or more accessible resources) for new grantee regarding Department of Education policies/procedures”.

**Mental Health Professional Demonstration Grants**

Satisfaction among grantees of the Mental Health Professional Demonstration Grants program was rated an 80 in 2023, increasing 2-points from when Mental Health Professional Demonstration Grants program last participated in the survey in 2020. This excellent rating of satisfaction lands 3-points above the OESE office-wide satisfaction of 77 and suggests efforts to improve the grantee experience are paying off. The five drivers of satisfaction ranged from scores of 87 for Technical Assistance to 74 for Online Resources with two drivers experiencing an improved rating and the remaining three experiencing a slight decline. Despite sliding one-point, Technical Assistance (87) provided by Department staff was the highest rated driver this year and was propelled by an exceptional score of 90 for creating opportunities to share best practices via learning groups. Following closely, both drivers ED Staff/Coordination (84) and Documents (85), which measures the written communication provided for grantees, were also given excellent ratings among grantees. ED Staff/Coordination once again contained the highest scoring attribute in the survey with staffs’ high level of professionalism (94) and ample knowledge of relevant legislation, regulations, policies, and procedures (90) displayed during grantee interactions. In the Documents section, grantees indicated an improvement in four out of five attributes with all five scoring an 82 or above and includes a 5-point improvement for comprehensiveness in addressing the scope of issues that you face (85). Declining 6-points from 2020 to an overall score of 74, Online Resources was the lowest rated driver this year and presents the greatest opportunity for improvement. Indicated by their relatively low attribute scores, grantees identified ability to find specific information (73) and quality of content (74) as potential target areas for improvement in order to boost the overall rating. When asked how the website could be improved, one grantee provided the following suggestion, “it has great resources but sometimes hard to navigate”. Like the Documents driver, Grant Performance Reporting Requirements also improved 2-points from 2020 and was given an overall score of 79. Attribute scores in this section ranged from a high of 83 for availability of assistance in completing your report(s) to a low of 75 for your understanding of how ED uses your data and suggesting an appetite for greater understanding of how the data is used still exists. Unchanged from 2020, Trust (85) that the office will meet their organization’s needs also remained strong among grantees in 2023.



## **Appendix A: Survey Instrument**



## PARTICIPATING PROGRAM LIST

1	OELA	Native American and Alaska Native Children in School Program
2	OELA	National Professional Development Program
3	OCTAE	Adult Education and Family Literacy to the State Directors of Adult Education
4	OCTAE	Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed
5	OCTAE	Native Hawaiian Career and Technical Education
6	OCTAE	Native American Career and Technical Education
7	OSERS	IDEA – State Directors of Special Education (Part B)
8	OSERS	IDEA – Part C Infants and Toddlers with Disabilities Program
9	OSERS	RSA Vocational Rehabilitation Program
10	OSERS	Rehabilitation Long-Term Training Program
11	OSERS	IDEA National Centers
12	OSERS	State Personnel Development Grants
13	OSERS	Independent Living Services for Older Individuals Who Are Blind (IL-OIB)
15	OPE	Strengthening Institutions Program (SIP)
16	OPE	Group Projects Abroad (Fullbright-Hays)
17	OPE	Tribally Controlled Colleges and Universities (TCCU) – Part A program and Part F
18	OPE	Ronald E. McNair Post-Baccalaureate Achievement Program
19	OPE	Centers of Excellence for Veterans Student Success (CEVSS)
20	OPE	Fulbright-Hays Doctoral Dissertation Research Abroad
21	OPE	Training Program for Federal TRIO Programs
22	OPE	Upward Bound
23	OPE	Foreign Language and Area Studies Fellowships
24	OPE	Talent Search
25	OPE	Predominantly Black Institutions (PBI) Competitive
26	OPE	Upward Bound Math and Science
27	OPE	Strengthening Historically Black Colleges and Universities (HBCU) program
28	OPE	Veterans Upward Bound
29	OPE	Student Support Services
30	OPE	GEAR UP
31	OPE	Undergraduate International Studies and Foreign Language
32	OPE	National Resource Centers
33	OPE	Asian American and Native American Pacific Islander Institutions (AANAPISI)
34	OPE	Educational Opportunity Centers
35	OPE	Graduate Assistance in Areas of National Need
36	OPE	Minority Science and Engineering Improvement Program
37	OESE	Improving Basic Programs Operated by Local Educational Agencies
38	OESE	Supporting Effective Instruction State Grants (Title II, Part A)
39	OESE	Payments for Federally Connected Children (Section 7003)
40	OESE	21st Century Community Learning Centers
41	OESE	Student Support and Academic Enrichment/Title IVA (National Activities)



42	OESE	Project Prevent
43	OESE	English Language Acquisition State Grants (Title III, Part A)
44	OESE	Migrant Education Program (MEP) – Title I, Part C
45	OESE	Grants for State Assessments
46	OESE	Teacher and school leader incentive grants (ESEA II-B-1)
47	OESE	Expanding Opportunities Through Quality Charter Schools Program (CSP) Grants to State Entities
48	OESE	Comprehensive Literacy State Development (formerly Striving Readers)
49	OESE	Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools
50	OESE	Education Innovation and Research Program–Expansion Grants/Mid Phase Grants/Early Phase Grants
51	OESE	Magnet Schools Assistance Program
52	OESE	Indian Education Formula Grants to Local Education Agencies
53	OESE	Education for Homeless Children and Youth Grants for State and Local Activities/ McKinney-Vento Education for Homeless Children and Youth Program
54	OESE	Rural Education Achievement Program (REAP)/Rural and Low-Income School Program
55	OESE	Rural Education Achievement Program (REAP)/Small Rural School Grant Program (SRSA)
56	OESE	Promise neighborhoods (ESEA IV-F-2, section 4624)
57	OESE	Supporting Effective Educator Development Program
58	OESE	Payments for Federal Property (Section 7002)
59	OESE	Demonstration Grants for Indian Children/Special Projects for Indian Children
60	OESE	Neglected and Delinquent State and Local
61	OESE	Teacher Quality Partnership Program
62	OESE	School Climate Transformation Grants (LEAs)
63	OESE	Native Hawaiian Education Act Program/Education of Native Hawaiian
64	OESE	Alaska Native Education Program
65	OESE	Innovative Approaches to Literacy
66	OESE	High School Equivalency Program (HEP) – Migrant Education
67	OESE	College Assistance Migrant Program (CAMP) – Migrant Education
68	OESE	Full-service community schools (ESEA IV-F-2, section 4625)
69	OESE	-Charter School Programs Credit Enhancement Grants
70	OESE	Assistance for Arts Education Development and Dissemination
71	OESE	American Rescue Plan Emergency Assistance to Non-Public Schools (ARP EANS)
72	OESE	Elementary and Secondary School Emergency Relief Fund
73	OESE	School Based Mental Health Grant Program (National Programs)
74	OESE	Mental Health Professional Demonstration Grants



## U.S. Department of Education 2023 Grantee Satisfaction Survey

### Introduction

The Department of Education (Department) 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 The Department will treat all information in a secure fashion. Your answers are voluntary, but your opinions are very important. Your responses will remain anonymous and will only be reported in aggregate to Department personnel. **[FOOTNOTE:** This survey is authorized by the U.S. Office of Management and Budget Control No. 1880-0542, which expires on June 30, 2023, and will take about 10 minutes to complete.]

If you have any questions about this survey, please contact Sandra Toro at [sandra.toro@ed.gov](mailto:sandra.toro@ed.gov).

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

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

**[HIDDEN]** Q1=GRANT  
PROGRAM

### **Department Staff**

#### **[INTRO FOR OELA/OCTAE/OSERS/OESE]**

Please think about the interactions you have had with the Federal staff that you work with the most closely from the **[PROGRAM OFFICE]** Consider times when you sought guidance, clarification, or additional assistance.

**[DO NOT ASK OSERS]** [DO NOT ASK FCC/FPROP PROGRAMS] **PLEASE NOTE: This does not include technical assistance provided by regional labs, national associations, Department-funded technical assistance providers, etc.**

#### **[INTRO FOR OPE]**

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/project). Questions regarding your individual program officer will be asked later in the questionnaire.]

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

On a scale from 1 to 10, where “1” is “Poor” and “10” is “Excellent,” please rate the quality of the assistance provided by Department staff.

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

Q2. Knowledge of grant program/project Federal requirements and policy

Q3. Responsiveness to your questions

Q4. Professionalism

Q5. Sufficiency of guidance in responses

Q6. Communication about changes that may affect your program

Q7. [DO NOT ASK OSERS or OESE or OCTAE] Consistency of responses with Department staff from different offices



Q8. [DO NOT ASK FCC/FPROP/SPECIAL INSTITUTIONS PROGRAMS/Comprehensive State Literacy PROGRAMS]

Collaboration with other Department programs or offices in providing relevant services (e.g., clarify issues regarding program policy and regulations, obtain guidance on grants policy and administration, obtain guidance on financial drawdowns, share information regarding best practices)

### Online Resources

[DO NOT ASK State Personnel Development Grants/ Student Support and Academic Enrichment online resources section]

Please think about your experience using the [GRANT PROGRAM]'s online resources on the ED.gov website. *Note that these ratings should pertain specifically to the ED.gov website. Additional questions regarding other external websites your program/project uses may be asked later in the survey.*

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

**[INTRO FOR OESE]** Please think about your experience using the [GRANT PROGRAM]'s online resources on the OESE.ED.gov website.

*Note that these ratings should pertain specifically to the OESE.ED.gov website. Additional questions regarding other external websites your program/project uses may be asked later in the survey.*

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

Q9. Ability to find specific information on the site

Q10. Quality of website content (e.g., materials are up-to-date, accurate, helpful, etc.)

Q11. Ability to accomplish what you want on the site

Q12. Accuracy of search results

Q13. Ability to navigate within the site

Q14. Look and feel/visual appearance of the site

Q15. Please describe how the Department/[PROGRAM OFFICE] could improve its website.

### Documents [ONLY FOR OELA/OCTAE/OSERS/OESE]

[DO NOT ASK State Personnel Development Grants documents section]

Think about the documents you receive from the [PROGRAM OFFICE]. Documents include non-regulatory guidance, frequently asked questions (FAQs), letters, newsletters, publications and blast emails.

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

Q16. Clarity

Q17. Organization of information

Q18. Sufficiency of detail to meet your program/project needs

Q19. Relevance to your areas of need

Q20. Comprehensiveness in addressing the scope of issues that you face

Q21. Please describe how the [PROGRAM OFFICE] could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).

### Information in Application Package [ONLY FOR OELA and OPE]





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”.

- Q22. Program Purpose
- Q23. Program Priorities
- Q24. Selection Criteria
- Q25. Review Process
- Q26. Budget Information and Forms
- Q27. Deadline for Submission
- Q28. Dollar Limit on Awards
- Q29. Page Limitation Instructions
- Q30. Formatting Instructions
- Q31. Program Contact

**Grant Performance Reporting Requirements**

Q32. [DO NOT ASK FCC/FPROP PROGRAMS] Please think about the performance reporting requirements for your grant and rate the following where “1” is “Poor” and “10” is “Excellent”: [INCLUDE A “Not Applicable” OPTION]

**[NOTE FOR OESE]** Specifically, think about the performance report that the Department requires you to submit (e.g., the Consolidated State Performance Report, the Annual Performance Report).

**[NOTE FOR OPE]** Specifically, think about the performance report that the Department requires you to submit annually – the Annual Performance Report (APR)

**[NOTE FOR OCTAE Statutory Discretionary Grants – NACTEP and NHCTEP]** Specifically, think about the performance report that the Department requires you to submit (e.g., the Semi-Annual Performance Report and the Annual Performance Report in G5).

- a. Clarity of reporting requirements
- b. Ease of obtaining data you are required to report
- c. Ease of submitting report(s) electronically
- d. Availability of assistance in completing your report(s) (guidance, training, tools)
- e. Usefulness of the data to help you improve your grant program/project
- f. Your understanding of how the Department uses your data

Q33. [DO NOT ASK FCC/FPROP PROGRAMS] Please describe how we could improve the grant reporting process.

**Technical Assistance**

**[DO NOT ASK FCC/FPROP PROGRAMS/Elementary and Secondary School Emergency Relief Fund/Governors Emergency Education Relief Fund Technical Assistance section]**

Now think for a moment about the technical assistance services that are provided by [GRANT PROGRAM] staff and/or [PRINCIPAL OFFICE] in general when answering the next few questions.

Q34. Please rate the technical assistance services provided by [GRANT PROGRAM] staff in helping you successfully learn to implement your grant programs/projects. Please use a 10-point scale where “1” is “Not at all helpful” and “10” is “Very helpful.” [DISPLAY EXAMPLES OF TECHNICAL ASSISTANCE DEPARTMENT STAFF MIGHT PROVIDE]

[OCTAE Statutory Discretionary Grants (NACTEP and NHCTEP) examples include Community of Practice, Literacy Information and Communication System (LINCS), SharePoint, one-on-one Technical Assistance, and the Annual Directors’ Meeting]

Now please rate the following attributes related to the technical assistance provided by [GRANT PROGRAM] staff where “1” is “Poor” and “10” is “Excellent” [DO NOT ASK OPE Qs 35-40]



- Q35. Enhancing staff skills needed for successful program management
- Q36. Using evidence-based practices in implementing program activities
- Q37. [DO NOT ASK State Personnel Development Grants] Assistance with developing resource materials for use in the program
- Q38. Creating opportunities for sharing best practices via peer-to-peer learning groups
- Q39: Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).

**[DO NOT ASK OPE/ Native Hawaiian CTE Program/ Native American CTE Program Q40.]**

Q40a. Did you receive technical assistance from a DEPARTMENT-FUNDED TECHNICAL ASSISTANCE PROVIDER in the last 12 months?

[ALPHABETICAL ORDER] Examples of Department-funded technical assistance providers:

- Comprehensive Centers
- Equity Assistance Centers
- Readiness and Emergency Management for Schools Technical Assistance Center
- Neglected or Delinquent Education Technical Assistance Center
- Regional Laboratories
- Youth for Youth: Online Professional Learning and Technical Assistance for 21st Century Community Learning Centers

**[DISPLAY the following examples for State Personnel Development Grants]**

[ALPHABETICAL ORDER] Examples of Department-funded technical assistance providers:

- Comprehensive Centers
- Early Childhood TA Center (ECTA)
- Equity Assistance Centers
- Positive Behavioral Interventions and Supports (PBIS) Technical Assistance Center
- Regional Laboratories
- The National Center on Systemic Improvement (NCSI)
- The National Center on Intensive Intervention (NCII)
- The Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR)
- The State Implementation and Scaling-up of Evidence-based Practices Center (SISEP)

- a. Yes (Please Identify the primary DEPARTMENT-FUNDED TECHNICAL ASSISTANCE PROVIDER that provided technical services to you)
- b. No [skip to Q41]

Q40b. Please rate the extent to which [ENTRY FROM Q40a] has helped you successfully learn to implement your grant programs/projects? Please use a 10-point scale where “1” is “Not at all helpful” and “10” is “Very helpful.”

**[DISPLAY the following version of Q40b. for State Personnel Development Grants]**

Q40b. Please rate the extent to which [ENTRY FROM Q40a] has helped you successfully implement your projects? Please use a 10-point scale where “1” is “Not at all helpful” and “10” is “Very helpful.”

**ACSI Benchmark Questions**

Please now consider ALL of [GRANT PROGRAM]’s products and services.



Grantee Satisfaction Survey

- Q41. Using a 10-point scale on which “1” means “Very dissatisfied” and “10” means “Very satisfied,” how satisfied are you with [GRANT PROGRAM]’s products and services?
- Q42. Now please rate the extent to which the products and services offered by [GRANT PROGRAM] 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.”
- Q43. Now forget for a moment about the products and services offered by the [GRANT PROGRAM] and imagine the ideal products and services. How well do you think the [GRANT PROGRAM] 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.”
- Q44. How much do you trust [GRANT PROGRAM] to work with you to meet your organization’s needs? Please use a scale from 1 to 10, where 1 means not very trusting and 10 means very trusting.

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

- Q45. Overall, when I think of all of the [GRANT PROGRAM]’s products and services, I am satisfied with their quality.
- a. Strongly agree
  - b. Agree
  - c. Disagree
  - d. Strongly disagree
  - e. Does not apply

Q46. Which of the following best describes your job role?

- a. Project/State Director
- b. School Officer
- c. Grant Coordinator
- d. Superintendent
- e. Business Manager
- f. President
- g. Administrator
- h. Other, please specify

Q47. How long have you been in this role?

- a. Less than one year
- b. Between 1-3 years
- c. Between 4-10 years
- d. More than 10 years

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

We have just a few more questions. 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 1-11 BELOW**

Q1.1. How often do you receive technical assistance (webinars, professional development, trainings) from the OELA office?

- a. At least weekly
- b. Monthly
- c. Quarterly
- d. Yearly

Q1.2. On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how helpful is that technical assistance?

Q1.3. How often do you receive monitoring and/or technical assistance support from your program officer?

- a. At least weekly
- b. Monthly
- c. Quarterly
- d. Yearly

Q1.4. On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how helpful is that monitoring and/or technical assistance?

Q1.5. 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

Q1.6. On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how useful is the OELA ed.gov website?

Q1.7. 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

Q1.8. On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how useful is the NCELA website (<https://ncela.ed.gov/>) and the NEXUS newsletter?



Q2.1. How often do you receive technical assistance (webinars, professional development, trainings) from the OELA office?

- a. At least weekly
- b. Monthly
- c. Quarterly
- d. Yearly

Q2.2. On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how helpful is that technical assistance?

Q2.3. 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

Q2.4. On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how helpful is that monitoring and/or technical assistance?

Q2.5. 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

Q2.6. On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how useful is the OELA ed.gov website?

Q2.7. 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

Q2.8. On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how useful is the NCELA website  
(<https://ncela.ed.gov/>) and the NEXUS newsletter?



Q3.1. Think about the National Reporting System (NRS) as a way to report your state's performance data to the Office of Career, Technical, and Adult Education (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.

Q3.2. Think about the training offered by OCTAE through its contract to support the NRS. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the usefulness of the training.

If you participated in virtual or onsite monitoring in the last year, think about the federal monitoring process as it relates to your AEFLA grant. On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the federal monitoring process on the following:

Q3.3. Efficiency and overall organization of the review(s)

Q3.4. Quality of the pre-planning guidance you received

Q3.5. Clarity of the expectations for the review

Think about the national meetings and conferences offered by the Division of Adult Education and Literacy (DAEL). On a 10-point scale, where "1" is "Poor" and "10" is "Excellent," please rate the information provided at these events on the following:

Q3.6. Timeliness

Q3.7. Relevance

Q3.8. Usefulness to your program

Think about the National Leadership Activities offered by DAEL.

Q3.9 How useful are the products in helping your state meet AEFLA program priorities? Please use a 10-point scale where "1" means "does not address needs very well" and "10" means "addresses needs very well."

Q3.10. 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."

Q3.11. What can DAEL do over the next year to meet your state's technical assistance/program improvement needs?

Please think about your experience using DAEL's online resources on the AEFLA.ED.GOV website. (*Note that these ratings should pertain specifically to the AEFLA.ED.GOV website, and not the ED.GOV website.*)

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

Q3.12 Ability to find specific information

Q3.13 Quality of content (e.g., materials are up-to-date, accurate, helpful, etc.)

Q3.14 Ability to accomplish what you want on the site

Q3.15 Accuracy of search results

Q3.16 Ability to navigate within the site

Q3.17 Look and feel/Visual appearance

Q3.18 Please describe how DAEL could improve its AEFLA.ED.GOV website (open end)





**ONLY IF Q1= 4 Carl D. Perkins Career & Technical Education Program to the State Directors of Career & Technical Ed ASK 1-5 BELOW**

[IF Carl D. Perkins Career and Technical Education State Directors]

- Q4.1. CAR's user friendliness
- Q4.2. PCRN's usefulness to your program

[Do not ask if Carl D. Perkins Discretionary Grant Recipients (Native Hawaiian CTE and Native American CTE)]

- Q4.3. Effectiveness of DATE in helping you implement grant programs
- Q4.4. Technical assistance received on project implementation and budget questions
- Q4.5. Usefulness and relevance of project director meeting in providing technical assistance



- Q5.1. PCRN's usefulness to your program
- Q5.2. Effectiveness of DATE in helping you implement grant programs
- Q5.3. Technical assistance received on project implementation and budget questions
- Q5.4. Usefulness and relevance of project director meeting in providing technical assistance
- Q5.5. Usefulness and relevance of the Community of Practice in providing technical assistance



- Q6.1. PCRN's usefulness to your program
- Q6.2. Effectiveness of DATE in helping you implement grant programs
- Q6.3. Technical assistance received on project implementation and budget questions
- Q6.4. Usefulness and relevance of project director meeting in providing technical assistance
- Q6.5. Usefulness and relevance of the Community of Practice in providing technical assistance



Q7.1. 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

Q7.2. In the past 12 months, how often were you a part of (actively or passively) an education or special education policy discussion with OSEP staff?

- a. At least weekly
- b. Monthly
- c. Quarterly
- d. Yearly
- e. None

**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:

Q7.3. Clarity of information received in developing your state’s applications, annual performance reports and other required submissions

Q7.4. Timeliness of responses (i.e., returning phone calls; responding to emails; forwarding to others when appropriate)

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.

Q7.5. Which types of assistance were most effective in helping you meet federal requirements and/or improve program quality?

Q7.6. Which types of assistance were least helpful?

Q7.7. 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”)

- a. An OSEP-funded TA provider
- b. An Education Department-funded TA provider (funded by an office other than OSEP)
- c. Professional associations (including conferences, listservs, and publications)
- d. Conferences where research is presented
- e. Books
- f. Journal Articles
- g. Personal interaction with peers
- h. IDEAS that work website
- i. The Department’s new IDEA website
- j. osep.grads360.org

Q7.8. Describe the impact it might have on the State if OSEP were to fully automate the IDEA formula grant submission and approval process.

Q7.9. In light of the challenges (e.g., need for policy guidance) that emerged this year because of the pandemic, how effective was the TA you received from your state contact or project office?



Q7.10 Please provide any suggestions you have to improve the technical assistance you received should we be faced with future national emergencies.

**ONLY IF Q1=8 IDEA-Part C Infants and Toddlers with Disabilities Program ASK 1-7 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:

Q8.1. 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

Q8.2. Clarity of information received in developing your state’s applications, annual performance reports and other required submissions.

Q8.3. Timeliness of responses (i.e., returning phone calls; responding to emails; forwarding to others when appropriate)

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.

Q8.4. Which types of assistance were most effective in helping you meet federal requirements and/or improve program quality?

Q8.5. Which types of assistance were least helpful?

Q8.6. 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”)

- a. IDEAC6. An OSEP-funded TA provider
- b. An Education Department-funded TA provider (funded by an office other than OSEP)
- c. Professional associations (including conferences, listservs, and publications)
- d. Conferences where research is presented
- e. Books
- f. Journal Articles
- g. Personal interaction with peers
- h. IDEAS that work website
- i. The Department’s new IDEA website
- j. [osep.grads360.org](http://osep.grads360.org)

Q8.7. 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.

Q8.8. In light of the challenges (e.g., need for policy guidance) that emerged this year because of the pandemic, how effective was the TA you received from your state contact or project office?

Q8.9 Please provide any suggestions you have to improve the technical assistance you received should we be faced with future national emergencies.







**ONLY IF Q1=9 REHABILITATION SERVICES ADMINISTRATION (RSA) VOCATIONAL REHABILITATION PROGRAM ASK 1-10 BELOW**

Please consider the technical support provided by state liaisons and teams from the State Monitoring and Program Improvement Division of the Rehabilitation Services Administration. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the staff’s:

Q9.1. Responsiveness to your questions and requests for technical assistance.

Q9.2. Supportiveness in helping you complete your Unified or Combined State Plan.

Q9.3. Dissemination of subregulatory guidance including policy directives, information memoranda, and technical assistance circulars.

Q9.4. Provision of effective training and dissemination of relevant information through webinars, national conferences, email distribution lists and teleconferences.

Q9.5 Please tell us how RSA can improve the technical assistance that you received from RSA staff or RSA-funded Technical Assistance Centers this past year. Please be as specific as possible in your feedback (e.g., identify topics or issues RSA should address, describe how we can improve the technical assistance you receive during national emergencies). (open-ended)

Q9.6. In interacting with the State Monitoring and Program Improvement Division team assigned to your agency, 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. Data Collection and Reporting
- b. Fiscal/Grant Management
- c. Programmatic
- d. Technical Assistance

On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the Rehabilitation Services Administration website at <https://RSA.ED.GOV>. If your interactions with the website did not include the nature of the item listed, please select “N/A” for that item.

Q9.7. Utility of the website (RSA.ED.GOV) for entering required data, retrieving and revising reports.

Q9.8. Ease of navigating website (RSA.ED.GOV).

Q9.9. Usefulness of information available on the website (RSA.ED.GOV).

Q9.10. Website (RSA.ED.GOV) technical support.



- Q10.1 What training would you like RSA to provide to assist you better in managing your RLTT grant?
- Statutory and regulatory program requirements
  - Payback requirements
  - Uniform Guidance
  - Calculating the required 10 percent cost share
  - Calculating the competitive preference match at 50 percent and 100 percent, if applicable
  - Calculating the required 65 percent scholar support
  - Other – Please identify in box below.
- Q10.2 How can RLTT Project Officers assist you better with fiscal management, program reporting or other technical areas?
- Q10.3 On a scale of 1-10, where “1” means “very dissatisfied” and “10” means “very satisfied,” how would you rate the usefulness of messages that are disseminated via the RSA listserv?
- Q10.4 On a scale of 1-10, where “1” means “very dissatisfied” and “10” means “very satisfied,” how would you rate the timeliness of messages that are disseminated via the RSA listserv?
- Q10.5 On a scale of 1-10, where “1” means “very dissatisfied” and “10” means “very satisfied,” how effective would you rate the Rehabilitation Long-Term Training program in training vocational rehabilitation counselors for employment in State Vocational Rehabilitation agencies?
- Q10.5b Please provide an explanation to support your rating.
- Q10.6 Describe how your Rehabilitation Long-Term Training grant project is improving employment outcomes for individuals with disabilities.



Q11.1. Think about the types of technical assistance and support provided by your OSEP Project Officer. Which types of assistance were most effective in helping you meet federal requirements and/or improve program quality?

Q11.2. Which types of assistance were least helpful?

Q11.3. In light of the challenges (e.g., need for policy guidance) that emerged this year because of the pandemic, how effective was the TA you received from your state contact or project office?

Q11.4 Please provide any suggestions you have to improve the technical assistance you received should we be faced with future national emergencies.



Think about the types of technical assistance and support provided by OSEP **and** SIGnetwork such as the SIGnetwork newsletter, Directors' webinars, communities of practice, SIGnetwork website, just-in-time discussions (e.g., evaluation during COVID, changes to Program Measures), and the SPDG National Meeting.

Q12.1. Which types of assistance were most effective in helping you improve your project's services?

Q12.2. Which types of assistance were least helpful?

Q12.3. 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."

- a. An OSEP-funded TA provider
- b. An Education Department-funded TA provider (funded by an office other than OSEP)
- c. Professional associations (including conferences, listservs, and publications)
- d. Conferences where research is presented
- e. Books
- f. Journal Articles
- g. Personal interaction with peers
- h. IDEAs that work website
- i. The Department's new IDEA website

Q12.4. How helpful was ED Staff in supporting the growth of the grant and how help from ED staff helped improve the project? Please use a 10-point scale in which "1" means "Not at All" and "10" means "Very Helpful."

Q12.5. In light of the challenges (e.g., need for policy guidance) that emerged this year because of the pandemic, how effective was the TA you received from your state contact or project office?

Q12.6 Please provide any suggestions you have to improve the technical assistance you received should we be faced with future national emergencies.



Interaction with RSA staff

Q13.1. Please consider the support provided to the Independent Living Services for Older Individuals Who Are Blind (OIB) program by the RSA OIB program manager and other staff of the State Monitoring and Program Improvement Division of the Rehabilitation Services Administration. 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. Data Collection and Reporting (RSA Form 7-OB)
- b. Fiscal/Grant Management
- c. Program Performance
- d. Technical Assistance

Q13.2. Now please consider the effective training efforts and dissemination of relevant information through webinars, national conferences, email distribution lists, and teleconferences delivered by the RSA-funded OIB Technical Assistance Center at Mississippi State University. Please rate these services/support on a 1 to 10 scale, where “1” means “Poor” and “10” means “Excellent.”

Q13.3 Please rate the following aspects of the Rehabilitation Services Administration website at <https://RSA.ED.GOV> on a 1 to 10 scale, where “1” means “Poor” and “10” means “Excellent.”

- a. Utility of the website (RSA.ED.GOV) for entering required data, retrieving, and revising reports
- b. Ease of navigating website (RSA.ED.GOV)
- c. Usefulness of information available on the website (RSA.ED.GOV)
- d. Website (RSA.ED.GOV) technical support

Q13.4 Please tell us how RSA can improve the technical assistance that you received from RSA staff or the RSA-funded OIB Technical Assistance Center this past year. Please be as specific as possible in your feedback (e.g., identify topics or issues RSA should address, describe how we can improve the technical assistance you receive during national emergencies). (open-ended)



**Technical Assistance**

Q15.1. We would like to know how satisfied you were with the technical assistance you received from your program specialist during this pandemic. Think about your experience receiving technical assistance from your program specialist this past year and rate the following:

- a. Responsiveness to your 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

Q15

**Distribution of Funds**

Q15.3. Please rate the following aspects of the process by which you receive grant funding for the Strengthening Institutions Program from the Office of Postsecondary Education:

- a. Timeliness of the grant award notification
- b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
- c. Transparency of how funds are distributed among grantees

**Communication with Program Specialist**

Q15.4. Please rate the quality of the communication with your the Strengthening Institutions Program specialist.

- a. Sufficiency of information provided to keep you informed
- b. Frequency of communication
- c. Clarity of communication

Q15.5. What can the Strengthening Institutions Program do to improve communication with you?

Q15.6. What is your preferred way to communicate regularly with your program specialist?

- a. Individual Email
- b. "Blast/distribution list" email
- c. Telephone
- d. Webinar
- e. Other (specify\_\_\_\_\_)

Q15.7. How would you advise on improving the overall process and protocols associated with this grant competition?





**Technical Assistance**

Q16.1. We would like to know how satisfied you were with the technical assistance you received from your program specialist during this pandemic. Think about your experience receiving technical assistance from your program specialist this past year and rate the following:

- a. Responsiveness to your 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

Q16

**Distribution of Funds**

Q16.3. Please rate the following aspects of the process by which you receive grant funding for the Group Projects Abroad from the Office of Postsecondary Education:

- a. Timeliness of the grant award notification
- b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
- c. Transparency of how funds are distributed among grantees

**Communication with Program Specialist**

Q16.4. Please rate the quality of the communication with your Group Projects Abroad specialist.

- a. Sufficiency of information provided to keep you informed
- b. Frequency of communication
- c. Clarity of communication

Q16.5. What can the Group Projects Abroad do to improve communication with you?

Q16.6. What is your preferred way to communicate regularly with your program specialist?

- a. Individual Email
- b. "Blast/distribution list" email
- c. Telephone
- d. Webinar
- e. Other (specify\_\_\_\_\_)

Q16.7. On a 10-point scale where "1" means poor and "10" means excellent please rate the extent to which the International and Foreign Language Education (IFLE) grant program establishes and strengthens:

- a. Teaching of any modern foreign language
- b. Instruction in fields needed to provide full understanding of areas, regions, or countries in which the language is commonly used
- c. Research and training in international studies
- d. Language aspects of professional and other fields of study
- e. Instruction and research on issues in world affairs



#### Technical Assistance

Q17.1. We would like to know how satisfied you were with the technical assistance you received from your program specialist during this pandemic. Think about your experience receiving technical assistance from your program specialist this past year and rate the following:

- a. Responsiveness to your 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

Q17

#### Distribution of Funds

Q17.3. Please rate the following aspects of the process by which you receive grant funding for the TCCU -Part A & Part F programs from the Office of Postsecondary Education:

- a. Timeliness of the grant award notification
- b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
- c. Transparency of how funds are distributed among grantees

#### Communication with Program Specialist

Q17.4. Please rate the quality of the communication with your TCCU -Part A & Part F program specialist.

- a. Sufficiency of information provided to keep you informed
- b. Frequency of communication
- c. Clarity of communication

Q17.5. What can the TCCU -Part A & Part F programs do to improve communication with you?

Q17.6. What is your preferred way to communicate regularly with your program specialist?

- a. Individual Email
- b. "Blast/distribution list" email
- c. Telephone
- d. Webinar
- e. Other (specify\_\_\_\_\_)

Q17.7. How would you advise on improving the overall process and protocols associated with this grant competition?



**Technical Assistance**

Q18.1. We would like to know how satisfied you were with the technical assistance you received from your program specialist during this pandemic. Think about your experience receiving technical assistance from your program specialist this past year and rate the following:

- a. Responsiveness to your 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

Q18

**Distribution of Funds**

Q18.3. Please rate the following aspects of the process by which you receive grant funding for the McNair program from the Office of Postsecondary Education:

- a. Timeliness of the grant award notification
- b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
- c. Transparency of how funds are distributed among grantees

**Communication with Program Specialist**

Q18.4. Please rate the quality of the communication with your McNair specialist.

- a. Sufficiency of information provided to keep you informed
- b. Frequency of communication
- c. Clarity of communication

Q18.5. What can the McNair do to improve communication with you?

Q18.6. What is your preferred way to communicate regularly with your program specialist?

- a. Individual Email
- b. "Blast/distribution list" email
- c. Telephone
- d. Webinar
- e. Other (specify\_\_\_\_\_)

Q18.7. How would you advise on improving the overall process and protocols associated with this grant competition?



**Technical Assistance**

Q19.1. We would like to know how satisfied you were with the technical assistance you received from your program specialist during this pandemic. Think about your experience receiving technical assistance from your program specialist this past year and rate the following:

- a. Responsiveness to your 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

Q19

**Distribution of Funds**

Q19.3. Please rate the following aspects of the process by which you receive grant funding for the CEVSS from the Office of Postsecondary Education:

- a. Timeliness of the grant award notification
- b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
- c. Transparency of how funds are distributed among grantees

**Communication with Program Specialist**

Q19.4. Please rate the quality of the communication with your CEVSS specialist.

- a. Sufficiency of information provided to keep you informed
- b. Frequency of communication
- c. Clarity of communication

Q19.5. What can the CEVSS do to improve communication with you?

Q19.6. What is your preferred way to communicate regularly with your program specialist?

- a. Individual Email
- b. "Blast/distribution list" email
- c. Telephone
- d. Webinar
- e. Other (specify\_\_\_\_\_)

Q19.7. How would you advise on improving the overall process and protocols associated with this grant competition?



**Technical Assistance**

Q20.1. We would like to know how satisfied you were with the technical assistance you received from your program specialist. Think about your experience receiving technical assistance from your program specialist this past year and rate the following:

- a. Responsiveness to your 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

**Distribution of Funds**

Q20.2. Please rate the following aspects of the process by which you receive grant funding for Doctoral Dissertation Research Abroad Fellowships from the Office of Postsecondary Education:

- a. Timeliness of the grant award notification
- b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
- c. Transparency of how funds are distributed among grantees

**Communication with Program Specialist**

Q20.3. Please rate the quality of the communication with your Doctoral Dissertation Research Abroad Fellowships specialist.

- a. Sufficiency of information provided to keep you informed
- b. Frequency of communication
- c. Clarity of communication

Q20.4. What can Doctoral Dissertation Research Abroad Fellowships do to improve communication with you?

Q20.5. What is your preferred way to communicate regularly with your program specialist?

- a. Individual Email
- b. "Blast/distribution list" email
- c. Telephone
- d. Webinar
- e. Other (specify\_\_\_\_\_)

Q20.6. On a 10-point scale where "1" means poor and "10" means excellent please rate the extent to which the International and Foreign Language Education (IFLE) grant program establishes and strengthens:

- f. Teaching of any modern foreign language
- g. Instruction in fields needed to provide full understanding of areas, regions, or countries in which the language is commonly used
- h. Research and training in international studies
- i. Language aspects of professional and other fields of study
- j. Instruction and research on issues in world affairs



**Technical Assistance**

Q21.1. We would like to know how satisfied you were with the technical assistance you received from your program specialist during this pandemic. Think about your experience receiving technical assistance from your program specialist this past year and rate the following:

- a. Responsiveness to your 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

**Distribution of Funds**

Q21.3. Please rate the following aspects of the process by which you receive grant funding for the Training Program for Federal TRIO Programs from the Office of Postsecondary Education:

- a. Timeliness of the grant award notification
- b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
- c. Transparency of how funds are distributed among grantees

**Communication with Program Specialist**

Q21.4. Please rate the quality of the communication with your Training Program for Federal TRIO Programs specialist.

- a. Sufficiency of information provided to keep you informed
- b. Frequency of communication
- c. Clarity of communication

Q21.5. What can the Training Program for Federal TRIO Programs do to improve communication with you?

Q21.6. What is your preferred way to communicate regularly with your program specialist?

- a. Individual Email
- b. "Blast/distribution list" email
- c. Telephone
- d. Webinar
- e. Other (specify\_\_\_\_\_)

Q21.7. How would you advise on improving the overall process and protocols associated with this grant competition?



**Technical Assistance**

Q22.1. We would like to know how satisfied you were with the technical assistance you received from your program specialist during this pandemic. Think about your experience receiving technical assistance from your program specialist this past year and rate the following:

- a. Responsiveness to your 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

**Distribution of Funds**

Q22.3. Please rate the following aspects of the process by which you receive grant funding for the Upward Bound from the Office of Postsecondary Education:

- a. Timeliness of the grant award notification
- b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
- c. Transparency of how funds are distributed among grantees

**Communication with Program Specialist**

Q22.4. Please rate the quality of the communication with your Upward Bound specialist.

- a. Sufficiency of information provided to keep you informed
- b. Frequency of communication
- c. Clarity of communication

Q22.5. What can the Upward Bound do to improve communication with you?

Q22.6. What is your preferred way to communicate regularly with your program specialist?

- a. Individual Email
- b. "Blast/distribution list" email
- c. Telephone
- d. Webinar
- e. Other (specify\_\_\_\_\_)

Q22.7. How would you advise on improving the overall process and protocols associated with this grant competition?





#### Technical Assistance

Q23.1. We would like to know how satisfied you were with the technical assistance you received from your program specialist. Think about your experience receiving technical assistance from your program specialist this past year and rate the following:

- a. Responsiveness to your 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

#### Distribution of Funds

Q23.3. Please rate the following aspects of the process by which you receive grant funding for Foreign Language and Area Studies Fellowships from the Office of Postsecondary Education:

- a. Timeliness of the grant award notification
- b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
- c. Transparency of how funds are distributed among grantees

#### Communication with Program Specialist

Q24.4. Please rate the quality of the communication with your Foreign Language and Area Studies Fellowships specialist.

- a. Sufficiency of information provided to keep you informed
- b. Frequency of communication
- c. Clarity of communication

Q23.5. What can Foreign Language and Area Studies Fellowships do to improve communication with you?

Q23.6. What is your preferred way to communicate regularly with your program specialist?

- a. Individual Email
- b. "Blast/distribution list" email
- c. Telephone
- d. Webinar
- e. Other (specify\_\_\_\_\_)

Q23.7. Think about the extent to which the International and Foreign Language Education (IFLE) program establishes, strengthens, and operates language and area or international studies centers. On a 10-point scale where "1" means poor and "10" means excellent please rate the extent to which you agree with the following:

- a. The IFLE program(s) under my purview is effective in supporting instruction in fields needed to provide full understanding of areas, regions or countries
- b. The IFLE program(s) under my purview supports work in the language aspects of professional and other fields of study
- c. The IFLE program(s) under my purview supports research and training in international studies

Q23.8. On a 10-point scale where "1" means poor and "10" means excellent please rate the extent to which the International and Foreign Language Education (IFLE) grant program establishes and strengthens:

- a. Teaching of any modern foreign language
- b. Instruction in fields needed to provide full understanding of areas, regions, or countries in which the language is commonly used



- c. Research and training in international studies
- d. Language aspects of professional and other fields of study
- e. Instruction and research on issues in world affairs



**Technical Assistance**

Q24.1. We would like to know how satisfied you were with the technical assistance you received from your program specialist during this pandemic. Think about your experience receiving technical assistance from your program specialist this past year and rate the following:

- a. Responsiveness to your 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

**Distribution of Funds**

Q24.3. Please rate the following aspects of the process by which you receive grant funding for the Talent Search from the Office of Postsecondary Education:

- a. Timeliness of the grant award notification
- b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
- c. Transparency of how funds are distributed among grantees

**Communication with Program Specialist**

Q24.4. Please rate the quality of the communication with your Talent Search specialist.

- a. Sufficiency of information provided to keep you informed
- b. Frequency of communication
- c. Clarity of communication

Q24.5. What can the Talent Search do to improve communication with you?

Q24.6. What is your preferred way to communicate regularly with your program specialist?

- a. Individual Email
- b. "Blast/distribution list" email
- c. Telephone
- d. Webinar
- e. Other (specify\_\_\_\_\_)

Q24.7. How would you advise on improving the overall process and protocols associated with this grant competition?



**Technical Assistance**

Q25.1. We would like to know how satisfied you were with the technical assistance you received from your program specialist during this pandemic. Think about your experience receiving technical assistance from your program specialist this past year and rate the following:

- a. Responsiveness to your 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

**Distribution of Funds**

Q25.3. Please rate the following aspects of the process by which you receive grant funding for Predominantly Black Institutions (PBI) Competitive from the Office of Postsecondary Education:

- a. Timeliness of the grant award notification
- b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
- c. Transparency of how funds are distributed among grantees

**Communication with Program Specialist**

Q25.4. Please rate the quality of the communication with your Predominantly Black Institutions (PBI) Competitive specialist.

- a. Sufficiency of information provided to keep you informed
- b. Frequency of communication
- c. Clarity of communication

Q25.5. What can Predominantly Black Institutions (PBI) Competitive do to improve communication with you?

Q25.6. What is your preferred way to communicate regularly with your program specialist?

- a. Individual Email
- b. "Blast/distribution list" email
- c. Telephone
- d. Webinar
- e. Other (specify\_\_\_\_\_)

Q25.7. How would you advise on improving the overall process and protocols associated with this grant competition?



**ONLY IF Q1=26 Upward Bound Math and Science ASK 1-7 BELOW**

**Technical Assistance**

Q26.1. We would like to know how satisfied you were with the technical assistance you received from your program specialist during this pandemic. Think about your experience receiving technical assistance from your program specialist this past year and rate the following:

- a. Responsiveness to your 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

**Distribution of Funds**

Q26.3. Please rate the following aspects of the process by which you receive grant funding for the UBMS from the Office of Postsecondary Education:

- a. Timeliness of the grant award notification
- b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
- c. Transparency of how funds are distributed among grantees

**Communication with Program Specialist**

Q26.4. Please rate the quality of the communication with your UBMS specialist.

- a. Sufficiency of information provided to keep you informed
- b. Frequency of communication
- c. Clarity of communication

Q26.5. What can the UBMS do to improve communication with you?

Q26.6. What is your preferred way to communicate regularly with your program specialist?

- a. Individual Email
- b. "Blast/distribution list" email
- c. Telephone
- d. Webinar
- e. Other (specify\_\_\_\_\_)

Q26.7. How would you advise on improving the overall process and protocols associated with this grant competition?



**ONLY IF Q1=27 Strengthening Historically Black Colleges and Universities (HBCU) program ASK 1-7 BELOW**

**Technical Assistance**

Q27.1. We would like to know how satisfied you were with the technical assistance you received from your program specialist during this pandemic. Think about your experience receiving technical assistance from your program specialist this past year and rate the following:

- a. Responsiveness to your 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

**Distribution of Funds**

Q27.3. Please rate the following aspects of the process by which you receive grant funding for Strengthening Historically Black Colleges and Universities (HBCU) from the Office of Postsecondary Education:

- a. Timeliness of the grant award notification
- b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
- c. Transparency of how funds are distributed among grantees

**Communication with Program Specialist**

Q27.4. Please rate the quality of the communication with your Strengthening Historically Black Colleges and Universities (HBCU) specialist.

- a. Sufficiency of information provided to keep you informed
- b. Frequency of communication
- c. Clarity of communication

Q27.5. What can Strengthening Historically Black Colleges and Universities (HBCU) do to improve communication with you?

Q27.6. What is your preferred way to communicate regularly with your program specialist?

- a. Individual Email
- b. "Blast/distribution list" email
- c. Telephone
- d. Webinar
- e. Other (specify \_\_\_\_\_)

Q27.7. How would you advise on improving the overall process and protocols associated with this grant competition?



**Technical Assistance**

Q28.1. We would like to know how satisfied you were with the technical assistance you received from your program specialist during this pandemic. Think about your experience receiving technical assistance from your program specialist this past year and rate the following:

- a. Responsiveness to your 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

**Distribution of Funds**

Q28.3. Please rate the following aspects of the process by which you receive grant funding for the Veterans Upward Bound program from the Office of Postsecondary Education:

- a. Timeliness of the grant award notification
- b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
- c. Transparency of how funds are distributed among grantees

**Communication with Program Specialist**

Q28.4. Please rate the quality of the communication with your Veterans Upward Bound program specialist.

- a. Sufficiency of information provided to keep you informed
- b. Frequency of communication
- c. Clarity of communication

Q28.5. What can the Veterans Upward Bound program do to improve communication with you?

Q28.6. What is your preferred way to communicate regularly with your program specialist?

- a. Individual Email
- b. "Blast/distribution list" email
- c. Telephone
- d. Webinar
- e. Other (specify\_\_\_\_\_)

Q28.7. How would you advise on improving the overall process and protocols associated with this grant competition?





**Technical Assistance**

Q29.1. We would like to know how satisfied you were with the technical assistance you received from your program specialist during this pandemic. Think about your experience receiving technical assistance from your program specialist this past year and rate the following:

- a. Responsiveness to your 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

**Distribution of Funds**

Q29.3. Please rate the following aspects of the process by which you receive grant funding for Student Support Services from the Office of Postsecondary Education:

- a. Timeliness of the grant award notification
- b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
- c. Transparency of how funds are distributed among grantees

**Communication with Program Specialist**

Q29.4. Please rate the quality of the communication with your Student Support Services specialist.

- a. Sufficiency of information provided to keep you informed
- b. Frequency of communication
- c. Clarity of communication

Q29.5. What can Student Support Services do to improve communication with you?

Q29.6. What is your preferred way to communicate regularly with your program specialist?

- a. Individual Email
- b. "Blast/distribution list" email
- c. Telephone
- d. Webinar
- e. Other (specify\_\_\_\_\_)

Q29.7. How would you advise on improving the overall process and protocols associated with this grant *competition*?



**ONLY IF Q1=30 GEAR UPASK 1-7 BELOW**

**Technical Assistance**

Q30.1. We would like to know how satisfied you were with the technical assistance you received from your program specialist during this pandemic. Think about your experience receiving technical assistance from your program specialist this past year and rate the following:

- a. Responsiveness to your 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

**Distribution of Funds**

Q30.3. Please rate the following aspects of the process by which you receive grant funding for GEAR UP from the Office of Postsecondary Education:

- a. Timeliness of the grant award notification
- b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
- c. Transparency of how funds are distributed among grantees

**Communication with Program Specialist**

Q30.4. Please rate the quality of the communication with your GEAR UP specialist.

- a. Sufficiency of information provided to keep you informed
- b. Frequency of communication
- c. Clarity of communication

Q30.5. What can GEAR UP do to improve communication with you?

Q30.6. What is your preferred way to communicate regularly with your program specialist?

- a. Individual Email
- b. "Blast/distribution list" email
- c. Telephone
- d. Webinar
- e. Other (specify\_\_\_\_\_)

Q30.7. How would you advise on improving the overall process and protocols associated with this grant competition?



#### **Technical Assistance**

Q31.1. We would like to know how satisfied you were with the technical assistance you received from your program specialist. Think about your experience receiving technical assistance from your program specialist this past year and rate the following:

- a. Responsiveness to your 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

#### **Distribution of Funds**

Q31.2. Please rate the following aspects of the process by which you receive grant funding for Undergraduate International Studies and Foreign Language from the Office of Postsecondary Education:

- a. Timeliness of the grant award notification
- b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
- c. Transparency of how funds are distributed among grantees

#### **Communication with Program Specialist**

Q31.3. Please rate the quality of the communication with your Undergraduate International Studies and Foreign Language specialist.

- a. Sufficiency of information provided to keep you informed
- b. Frequency of communication
- c. Clarity of communication

Q31.4. What can Undergraduate International Studies and Foreign Language do to improve communication with you?

Q31.5. What is your preferred way to communicate regularly with your program specialist?

- a. Individual Email
- b. "Blast/distribution list" email
- c. Telephone
- d. Webinar
- e. Other (specify \_\_\_\_\_)

Q31.6. Think about the extent to which the International and Foreign Language Education (IFLE) program establishes, strengthens, and operates language and area or international studies centers. On a 10-point scale where "1" means poor and "10" means excellent please rate the extent to which you agree with the following:

- a. The IFLE program(s) under my purview is effective in supporting instruction in fields needed to provide full understanding of areas, regions or countries
- b. The IFLE program(s) under my purview supports work in the language aspects of professional and other fields of study
- c. The IFLE program(s) under my purview supports research and training in international studies

Q31.7. On a 10-point scale where "1" means poor and "10" means excellent please rate the extent to which the International and Foreign Language Education (IFLE) grant program establishes and strengthens:

- a. Teaching of any modern foreign language



- b. Instruction in fields needed to provide full understanding of areas, regions, or countries in which the language is commonly used
- c. Research and training in international studies
- d. Language aspects of professional and other fields of study
- e. Instruction and research on issues in world affairs

**ONLY IF Q1=32 National Resource Centers ASK 1-8 BELOW**

**Technical Assistance**

Q32.1. We would like to know how satisfied you were with the technical assistance you received from your program specialist. Think about your experience receiving technical assistance from your program specialist this past year and rate the following:

- a. Responsiveness to your 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

**Distribution of Funds**

Q32.3. Please rate the following aspects of the process by which you receive grant funding for National Resource Centers from the Office of Postsecondary Education:

- a. Timeliness of the grant award notification
- b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
- c. Transparency of how funds are distributed among grantees

**Communication with Program Specialist**

Q32.4. Please rate the quality of the communication with your National Resource Centers specialist.

- a. Sufficiency of information provided to keep you informed
- b. Frequency of communication
- c. Clarity of communication

Q32.5. What can National Resource Centers do to improve communication with you?

Q32.6. What is your preferred way to communicate regularly with your program specialist?

- a. Individual Email
- b. "Blast/distribution list" email
- c. Telephone
- d. Webinar
- e. Other (specify\_\_\_\_\_)

Q32.7. Think about the extent to which the International and Foreign Language Education (IFLE) program establishes, strengthens, and operates language and area or international studies centers. On a 10-point scale where "1" means poor and "10" means excellent please rate the extent to which you agree with the following:

- a. The IFLE program(s) under my purview is effective in supporting instruction in fields needed to provide full understanding of areas, regions or countries
- b. The IFLE program(s) under my purview supports work in the language aspects of professional and other fields of study



- c. The IFLE program(s) under my purview supports research and training in international studies

Q32.8. On a 10-point scale where “1” means poor and “10” means excellent please rate the extent to which the International and Foreign Language Education (IFLE) grant program establishes and strengthens:

- a. Teaching of any modern foreign language
- b. Instruction in fields needed to provide full understanding of areas, regions, or countries in which the language is commonly used
- c. Research and training in international studies
- d. Language aspects of professional and other fields of study
- e. Instruction and research on issues in world affairs

**ONLY IF Q1=33 Asian American and Native American Pacific Islander Institutions (AANAPISI) ASK 1-7 BELOW**

**Technical Assistance**

Q33.1. We would like to know how satisfied you were with the technical assistance you received from your program specialist. Think about your experience receiving technical assistance from your program specialist this past year and rate the following:

- a. Responsiveness to your 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

**Distribution of Funds**

Q33.3. Please rate the following aspects of the process by which you receive grant funding for the AANAPISI from the Office of Postsecondary Education:

- a. Timeliness of the grant award notification
- b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
- c. Transparency of how funds are distributed among grantees

**Communication with Program Specialist**

Q33.4. Please rate the quality of the communication with your AANAPISI specialist.

- a. Sufficiency of information provided to keep you informed
- b. Frequency of communication
- c. Clarity of communication

Q33.5. What can the AANAPISI do to improve communication with you?

Q33.6. What is your preferred way to communicate regularly with your program specialist?

- a. Individual Email
- b. “Blast/distribution list” email
- c. Telephone
- d. Webinar
- e. Other (specify\_\_\_\_\_)

Q33.7. How would you advise on improving the overall process and protocols associated with this grant competition?





**Technical Assistance**

Q34.1. We would like to know how satisfied you were with the technical assistance you received from your program specialist. Think about your experience receiving technical assistance from your program specialist this past year and rate the following:

- a. Responsiveness to your 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

**Distribution of Funds**

Q34.3. Please rate the following aspects of the process by which you receive grant funding for Educational Opportunity Centers from the Office of Postsecondary Education:

- a. Timeliness of the grant award notification
- b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
- c. Transparency of how funds are distributed among grantees

**Communication with Program Specialist**

Q34.4. Please rate the quality of the communication with your Educational Opportunity Centers specialist.

- a. Sufficiency of information provided to keep you informed
- b. Frequency of communication
- c. Clarity of communication

Q34.5. What can Educational Opportunity Centers do to improve communication with you?

Q34.6. What is your preferred way to communicate regularly with your program specialist?

- a. Individual Email
- b. "Blast/distribution list" email
- c. Telephone
- d. Webinar
- e. Other (specify\_\_\_\_\_)

Q34.7. How would you advise on improving the overall process and protocols associated with this grant competition?





**Technical Assistance**

Q35.1. We would like to know how satisfied you were with the technical assistance you received from your program specialist. Think about your experience receiving technical assistance from your program specialist this past year and rate the following:

- a. Responsiveness to your 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

**Distribution of Funds**

Q35.3. Please rate the following aspects of the process by which you receive grant funding for Graduate Assistance in Areas of National Need from the Office of Postsecondary Education:

- a. Timeliness of the grant award notification
- b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
- c. Transparency of how funds are distributed among grantees

**Communication with Program Specialist**

Q35.4. Please rate the quality of the communication with your Graduate Assistance in Areas of National Need specialist.

- a. Sufficiency of information provided to keep you informed
- b. Frequency of communication
- c. Clarity of communication

Q35.5. What can Graduate Assistance in Areas of National Need do to improve communication with you?

Q35.6. What is your preferred way to communicate regularly with your program specialist?

- a. Individual Email
- b. "Blast/distribution list" email
- c. Telephone
- d. Webinar
- e. Other (specify\_\_\_\_\_)

Q35.7. How would you advise on improving the overall process and protocols associated with this grant competition?



**Technical Assistance**

Q36.1. We would like to know how satisfied you were with the technical assistance you received from your program specialist. Think about your experience receiving technical assistance from your program specialist this past year and rate the following:

- a. Responsiveness to your 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

**Distribution of Funds**

Q36.3. Please rate the following aspects of the process by which you receive grant funding for the MSEIP from the Office of Postsecondary Education:

- a. Timeliness of the grant award notification
- b. Degree to which funds are available with adequate time to plan for implementation by the start of the school year
- c. Transparency of how funds are distributed among grantees

**Communication with Program Specialist**

Q36.4. Please rate the quality of the communication with your MSEIP specialist.

- a. Sufficiency of information provided to keep you informed
- b. Frequency of communication
- c. Clarity of communication

Q36.5. What can the MSEIP do to improve communication with you?

Q36.6. What is your preferred way to communicate regularly with your program specialist?

- a. Individual Email
- b. "Blast/distribution list" email
- c. Telephone
- d. Webinar
- e. Other (specify\_\_\_\_\_)

Q36.7. How would you advise on improving the overall process and protocols associated with this grant competition?



**ONLY IF Q1=37 TITLE I PART A – Improving Basic Programs Operated by Local Education Agencies (LEAs) ASK 1-4 BELOW**

Customer Service and Implementation Support

Think about the support Department staff provide and your participation in the Department's technical assistance activities (e.g., performance reviews, consolidated state performance report, grantee meetings, communities of practice, responses to State questions, assistance meeting program requirements). 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 Improving Basic Programs Operated by Local Education Agencies.

Q37.1 Provides assistance that enhances my capacity to implement the Title I grant

Q37.2 Provides support that is responsive to my State's needs to implement the Title I grant

Q37.3 Helps my State address grant implementation challenges

Q37.4 Provides information about key changes to requirements (e.g., provisions under ESSA, dear colleague letters, flexible uses of funds)



Think about the support Department staff provide and your participation in the Department's technical assistance activities (e.g., performance reviews, consolidated state performance report, grantee meetings, communities of practice, responses to State questions, assistance meeting program requirements). 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 Supporting Effective Instruction State Grants.

Q38.1. Provides assistance that enhances my capacity to implement Supporting Effective Instruction State Grants

Q38.2. Provides support that is responsive to my State's needs to implement Supporting Effective Instruction State Grants

Q38.3. Helps my State address grant implementation challenges

Q38.4. Provides information about key changes to requirements (e.g., provisions under ESSA, dear colleague letters, flexible uses of funds)



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

Q39.1 Did you contact the Impact Aid Program for technical assistance?

- a. Yes
- b. No

Q39.2. Did you use the written instruction and guidance documents provided for the application?

- a. Yes
- b. No

Q39.3. Have you attended any Webinars or in person meetings where IAP staff provided you information on the Section 7003 program and the review process?

- a. Yes
- b. No

Q39.4. [IF Q39.3=a] Did the presentation and/or materials prepared help you understand your responsibilities in submitting data?

- a. Yes
- b. No

Q39.5. [IF Q39.4=b] Please explain.

Q39.6. Has your school district been contacted by the Impact Aid Program in the past year regarding a field review of your application?

- a. Yes
- b. No

Q39.7. [IF Q39.6=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

Q39.8. [IF Q39.7=b] Please explain. (Open end)

Q39.9. Did you receive timely communications regarding the outcome of the review?

- a. Yes
- b. No

Q39.10. [IF Q39.9=b] Please explain.

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.

Q39.11. Ease of reaching the person who could address your concern

Q39.12. Ability to resolve your issue

Q39.13. Please provide any additional specific suggestions for how the Impact Aid Program can improve customer service.



Grantee Satisfaction Survey

Q39.14. What additional communications would you like to receive regarding the status of your application, prior to receiving a payment?

Q39.15 What improvements would you like to see to the Impact Aid Grant System (IAGS)?

**ONLY IF Q1=40 21<sup>st</sup> Century Community Learning Centers ASK 1-6 BELOW**

Customer Service and Implementation Support

Think about the support Department staff provide and your participation in the Department's technical assistance activities (e.g., performance reviews, consolidated state performance report, grantee meetings, communities of practice, responses to State questions, assistance meeting program requirements). 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].

Q40.1 Provides assistance that enhances my capacity to implement the 21<sup>st</sup> CCLC grant

Q40.2 Provides support that is responsive to my State's needs to implement the 21<sup>st</sup> CCLC grant

Q40.3 Helps my State address grant implementation challenges

Q40.4 Provides information about key changes to requirements (e.g., provisions under ESSA, dear colleague letters, flexible uses of funds)

Think about services offered in the previous year to support your State's implementation of 21st CCLC.

Q40.5 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".

Q40.6 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.



Q41.1. How often do you visit the T4PA Center **WEBSITE** operated and maintained by Synergy Enterprises Inc. (<https://t4pacenter.ed.gov/Index.aspx>)?

- a. Daily
- b. Weekly
- c. Monthly
- d. Every few months
- e. Never

Q41.2. On a scale from 1 to 10 where 1 is “Poor” and 10 is “Excellent,” how useful is the T4PA website?

Q41.3. How can we improve our T4PA Center **WEBSITE**, including links, to help you identify program resources and meet your technical assistance needs?

Q41.4. How often do you visit the T4PA Center **PORTAL** (<https://t4pacenter.ed.gov/forum/default.aspx>)?

- a. Daily
- b. Weekly
- c. Monthly
- d. Every few months
- e. Never

Q41.5. On a scale from 1 to 10 where 1 is “Poor” and 10 is “Excellent,” how useful is the T4PA **PORTAL**?

Q41.6. How can we improve our T4PA Center **PORTAL** to help you identify program resources and meet your technical assistance needs?

Q41.7. Which form of technical assistance do you find most helpful in the completion of your grant?

- a. Written guidance
- b. Email communication
- c. Annual meetings/conferences
- d. In-person training or site-specific support
- e. Other (please specify)

Q41.8. What specific type of technical assistance content would be most useful to you in the successful completion of your grant(s)? Please select **up to 3 options** from the list below:

- a. using data for effective student outcomes
- b. leveraging alignment, integration and sustainability
- c. effectiveness and efficiency of communications
- d. leveraging public/private partnerships for sustainability
- e. federal project management
- f. federal grant fiscal management
- g. federal grant contracting do's and don'ts
- h. federal grant regulations
- i. federal grant administration
- j. Other (please specify)





**ONLY IF Q1= 42 Project Prevent ASK 1-6 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:

Q42.1. Timeliness in returning phone calls and responding to emails

Q42.2. 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

Q42.3. 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:

Q42.4. Relevance and usefulness to your project and program activities

Q42.5. Frequency of communication

Q42.6. Use of technology to deliver services



Think about the support Department staff provide and your participation in the Department's technical assistance activities (e.g., performance reviews, data quality, grantee meetings or conference presentations, communities of practice, responses to State questions, assistance meeting program requirements). 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 English Language Acquisition State Grants.

Q43.1. These activities enhanced my capacity to implement the Title III grant

Q43.2. These activities provided support that was responsive to my State's needs to implement the Title III grant

Q43.3. These activities helped my State address grant implementation challenges

Q43.4. These activities provided information about key requirements

Think about services offered in the previous year (e.g., opportunities for peer learning, conference presentations, communities of practice, webinars, review of State Plan amendments) to support your State's implementation of the Title III grant.

Q43.5. What services provided by the Department have been most helpful or effective? (Please cite specific examples)

Q43.6. How can the Department's services be improved over the next year to better meet the needs of your State as you implement your Title III grant? (Please cite specific recommendations)



Q44.1 How can the program office's services be improved over the next year to better meet your needs as a State Director implementing the MEP? (Please cite specific recommendations for technical assistance approaches, delivery methods, scheduling, content, etc.) (open ended)

Q44.2. 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.]**

- a. Child Eligibility
- b. Comprehensive Needs Assessment
- c. Continuation of Services
- d. Data Management and Reporting
- e. Fiscal Requirements
- f. Identification and Recruitment (ID&R) Methods and Strategies
- g. Interstate Coordination
- h. Parental/Family Engagement
- i. Priority for Services
- j. Program Evaluation
- k. Identification and Recruitment (ID&R) Quality Control
- l. Records Exchange, including the use of the Migrant Student Information Exchange (MSIX)
- l. Re-interviewing
- m. Use of Evidence, including the use of the Migrant Student Information Exchange (MSIX)
- n. Service Delivery Models
- o. Service Delivery Plan, including Measurable Program Outcomes (MPOs)
- p. Subgranting
- q. Service Delivery Strategies (Instructional and Support)
- r. Subrecipient Monitoring
- s. Other, please specify [ANCHOR at bottom]

Q44.3 Please elaborate on what you have found most helpful about MEP products and services. (open-ended)



Customer Service and Implementation Support

Think about the support Department staff provide and your participation in the Department's technical assistance activities (e.g., performance reviews, consolidated state performance report, grantee meetings, communities of practice, responses to State questions, assistance meeting program requirements). 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 Grants for State Assessments.

Q45.1 Provides assistance that enhances my capacity to implement the Grant for State Assessment

Q45.2 Provides support that is responsive to my State's needs to implement the Grant for State Assessment

Q45.3 Helps my State address grant implementation challenges

Q45.4 Provides information about key changes to requirements (e.g., new provisions under ESSA, dear colleague letters, flexible uses of funds)



Q46.1. How frequently do you communicate with your program officer and/or the EED Division Staff?

- a. Weekly
- b. Monthly
- c. Quarterly

Q46.2 . Do you feel as if you are experiencing the right amount of interaction with your program officer and/or the Division staff?

- a. Yes
- b. No

Q46.2a. (If 45.2=NO) Which best describes your ideal frequency of communication with your EED program officer and/or the EED Division Staff?

- a. Weekly
- b. Monthly
- c. Quarterly

Q46.3. Reflecting on the TSL grant program's cost sharing, matching funds requirement, please agree or disagree with the following statements:

	Strongly Disagree	2	3	4	5	6	7	8	9	Strongly Agree	N/A
My program officer assists me in understanding the cost sharing requirements and identifying appropriate sources of matching funds.											
My organization is able to meet the cost-sharing/matching requirements of the program.											
If applicable, my program officer supports me in identifying solutions to address my inability to meet the program's cost-sharing/matching requirements.											

Q46.4. Reflecting on the TSL program's staff, including your program officer, please agree or disagree with the statements regarding the support TSL staff have provided you as a grantee

TSL Staff...	Strongly Disagree	2	3	4	5	6	7	8	9	Strongly Agree	N/A
TSL staff understand my needs as a grantee											
TSL staff are responsive to my questions											



TSL staff are proactive in contacting me if there is an issue with my grant											
TSL staff are knowledgeable about my TSL project and its goals											

Q46.5. Reflecting on your TSL program's support and technical assistance, please agree or disagree with the statements regarding the support TSL staff have provided you as a grantee.

	Strongly Disagree	2	3	4	5	6	7	8	9	Strongly Agree	N/A
TSL Staff support me in my...Understanding of GPRA measures and associated measure definitions											
TSL Staff support me in my...Ability to collect and report accurate GPRA data											
TSL Staff support me in my...Understanding of all program requirements, including budgetary concerns											



TSL Staff support me in my...Understanding of practices and approaches used by other grantees in addressing challenging areas of project implementation											
Contact with TSL staff helps me to connect my needs to appropriate technical assistance opportunities											
Contact with TSL staff supports me with timely program implementation											

Q46.6. Reflecting on the TSL application process and the online resource provided, (<https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/effective-educator-development-programs/teacher-and-school-leader-incentive-program/>) please agree or disagree with the statements regarding your use of TSL's online resource during your grant application process.

TSL's Online Resource	Strongly Disagree	2	3	4	5	6	7	8	9	Strongly Agree	N/A
The information provided about my grant program is accurate											
As an applicant, the content related to the competition was helpful to me											
The website and resources are user-friendly and easy to navigate											
The pre-application webinars were helpful to our understanding of the competition & application process.											

Q46.7. Reflecting on the technical support and assistance you have received from the EED TA Center/AEM, please agree or disagree with the statements regarding the technical assistance they provided your team.

EED TA Center/AEM	Strongly Disagree	2	3	4	5	6	7	8	9	Strongly Agree	N/A
Assisted in improving my program planning and implementation											





Provided me with relevant information and ideas on how to successfully implement my grant											
Connected our grant team with other experts or practitioners working on similar programs											
Provided quality content during EED Summits											
Provided useful direct technical assistance											
Provided quality content on the Communities360 platform											
Provided quality of content and connections as part of the Communities of Practice											
The technical assistance provided strategies for sustaining my grant's successful project activities after the Federal grant funding ends.											

Q46.8. Reflecting on the EED Communities 360 website (<https://eed.communities.ed.gov/>) and your use of the resources there available to grantees, please agree or disagree with the statements regarding your use of Communities360 as a grantee.

Communities 360	Strongly Disagree	2	3	4	5	6	7	8	9	Strongly Agree	N/A
The interactive logic model in the portal is a useful resource for supporting implementation of my grant											
The project plans available online are a useful resource for supporting grant implementation.											
The budget resources available online are a useful resource for supporting grant implementation.											
The What Works Clearinghouse available online is a useful resource for supporting grant design and implementation											



The calendar of events is useful to help understand my grants schedule and EED activities.											
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Q46.9. What improvements to the program would you recommend in order to be support you in successfully administering your grant?



Please rate the following questions that ask about Meetings/Communications and Monitoring/Technical Assistance. Use a scale from 1 to 10, where “1” is “not very satisfied” and “10” is “very satisfied.”

Meetings/Communications

Q47.1. How satisfied are you with CSP’s dissemination of resources through web-based platforms (i.e., the NCSRC website), quarterly calls, annual meetings, etc.?

Q47.2. How satisfied are you with the accessibility, timeliness, and responsiveness of CSP’s overall communication and information sharing?

Monitoring/Technical Assistance

Q47.3. How satisfied are you with the technical assistance you receive by the program staff on questions related to your project implementation and budget?

Q47.4. How satisfied are you with regular opportunities to provide CSP with an understanding of your project’s progress, challenges, and accomplishments (e.g., monitoring activities, annual performance reports, quarterly updates)?

Q47.5. How satisfied are you with the guidance CSP provides on Federal grant?



On a 10-point scale where “1” is “Don’t Agree At All” and “10” is “Absolutely Agree,” please rate the following nine questions:

Q48.1 The CLSD program office provides effective and timely technical assistance and outreach that is useful and improves the performance of our grant activities.

Q48.2. My ED program officer is responsive when I reach out with questions or concerns

Q48.3. My ED program officer communicates in a clear and concise manner

Q48.4. My ED program officer cares about me, my program, and my success

Q48.5. I have found the CLSD program to be beneficial in improving our state’s literacy needs and would recommend the program to other SEAs in helping to achieve similar goals.

Q48.6. I find the Knowledge Management System (KMS) easy to use

Q48.7. I find the reporting requirements for CLSD to be appropriate

Q48.8. The KMS is useful to me beyond submitting required ED reports

Q48.9. My TA Liaison (from AIR) offers robust support in achieving our project goals

Q48 10. The most important thing I want ED to know about my experience with CLSD is: (open ended)



Please rate the following questions that ask about meeting and communications. Use a scale from 1 to 10, where “1” is “not very satisfied” and “10” is “very satisfied.”

Meetings/Communications

Q49.1. How satisfied are you with CSP’s dissemination of resources through web-based platforms (i.e., the CSP website or National Charter School Resource Center (NCSRC) website), webinars, and the annual Project Directors’ Meetings?

Q49.2. How satisfied are you with the accessibility, timeliness, and responsiveness of CSP’s overall communication and information sharing?

Monitoring/Technical Assistance

Q49.3. How satisfied are you with the technical assistance you receive by the program staff on questions related to your project implementation and budget?

Q49.4. How satisfied are you with regular opportunities to provide CSP with an understanding of your project’s progress, challenges, and accomplishments (e.g., monitoring activities, annual performance reports, quarterly updates)?

Q49.5. How satisfied are you with the guidance CSP provides on Federal grant?



Think about the technical support and assistance you have received from the EIR Evaluation Technical Assistance (TA) contract partners AnLar (Program Support TA) and Abt Associates (Evaluation TA). On a 10 point scale, where 1 is not very helpful and 10 is very helpful, please rate the technical assistance they provided your team in terms of their:

Q50.1 Assistance in improving your evaluation planning and implementation (Abt Associates)

Q50.2 Customized evaluation feedback tailored to my grant's unique challenges and opportunities (Abt Associates)

Q50.3 Opportunities to connect with other experts or practitioners working on similar evaluations (Abt Associates)

Q50.4 Assistance in improving project implementation and EIR requirements (AnLar)

Q50.5 Opportunities to connect with other experts or practitioners working on similar projects (AnLar)

Q50.6. In what ways can EIR program staff strengthen its support of your project-specific work? (Please cite specific recommendations; i.e., give your suggested actions for EIR leadership and/or your program officer)

Q50.7. What technical assistance experiences enhanced your capacity to implement your EIR grant? (Please cite specific examples)



Think about the technical support and assistance you have received from the U.S Department of Education MSAP team and MSAP Technical Assistance Center and please rate the following using a 10-point scale, where 1 is Poor and 10 is Excellent:

Q51.1. Your Program Officer's knowledge of your project and ability to meet your specific needs

Q51.2. Your Program Officer's content knowledge and ability to support your program's success, beyond technical knowledge of federal grants policy

**[IF Q40 = no, ask Q51.3]**

Q51.3. The quality of the technical assistance you have received from the MSAP Technical Assistance Center

**[IF Q51.3 is less than or equal to 8 ask Q51.4 and Q51.5]**

Q51.4. Please provide candid thoughts on how technical assistance for MSAP could be improved? (open ended)

Q51.5. Are there specific topics that you would like technical assistance to address or are there tools that would help with your project implementation or grant management responsibilities? (open ended)

**[IF Q45 is a or b ask Q51.6]**

Q51.6. Please elaborate on what about the MSAP program's products and services you have found most helpful. (open ended)

**[IF Q45 is b, c, or d ask Q51.7]**

Q51.7. Please provide candid feedback on how the MSAP program's services could be improved to better support your program needs (consider content, structure, format, timing, etc.). (open ended)





**ONLY IF Q1=52 Indian Education Formula Grants to Local Education Agencies (including Bureau of Indian Education-BIE, Tribal, Indian Community Based Organizations-ICBOs, and other Indian Organizations-IOs) 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:

Q52.1. Timeliness of OIE staff in providing information to meet your Title VI application and Annual Performance Report (APR) deadlines.

Q52.2. Quality of support and technical assistance provided by OIE staff on Title VI program implementation.

Q52.3. Comprehensiveness of guidance documents OIE provides, e.g. OIE Formula Comments or Guidance; 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:

Q52.4. Ease of using the EASIE system when applying for a grant.

Q52.5. Quality of training via webinars provided by the EASIE system and grant application process.

Q52.6. 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 and supporting membership of Indian parent committees
- c. Verifying student information (for example, ED 506 Form)
- d. Using the EASIE Application system
- e. Allowable uses of funds
- f. General grant program requirements, deadlines and milestones
- g. Using the G5 system
- h. Submitting administrative actions
- i. Developing IPC bylaws
- j. LEA/IPC roles and responsibilities

Q52.7. 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.)?

Q52.8. Over the next year, what can OIE do to better meet your technical assistance and program improvement needs?



In regards to the technical assistance provided by National Center for Homeless Education (NCHE), please rate the following using a 10-point scale, where 1 is Poor and 10 is Excellent:

Q53.1.Responsiveness in answering questions

Q53.2. Sufficiency of the guidance provided in responses to questions

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 U.S. Department of Education and NCHE staff in helping you with the following:

FORMATTING NOTE – USE 2 COLUMNS FOR EACH QUESTION (3-5) TO SHOW USDE and NCHE

**U.S. Department of Education**

Q53.3. Guidance provided to meet program compliance requirements

Q53.4. Assistance provide to help States reach performance goals

Q53.5. Quality of support provided for collecting and submitting quality data

**NCHE**

Q53.3a. Guidance provided to meet program compliance requirements

Q53.4a. Assistance provide to help States reach performance goals

Q53.5a. Quality of support provided for collecting and submitting quality data



Q54.1 How can the REAP program office improve the process through which States provide the necessary data to the Department to determine annual LEA eligibility for the REAP RLIS and SRSA formula grant programs, including the use of MAX.gov? (open end)

53

Q54.2. How could we make the Quarterly REAP Work Group more beneficial to your State educational agency? (Open end)

Q54.3 How do you hear about REAP program updates and events (e.g., webinars)? (Check all that apply)

- a. Email announcements from REAP
- b. Newsletter
- c. U.S. Department of Education website
- d. Community organizations
- e. Social Media (Twitter, Facebook)
- f. Other (please specify) \_\_\_\_\_

Q54.4 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 from the topics below) [PN: Multi-select with max of 3 choices. Randomize]

- a. Use of grant funds
- b. Use of G5 (e.g., grantee information, grant award notice (GAN), available funds, drawdown of funds, etc.)
- c. Use of Max.gov for data collection and/or communication
- d. Providing technical assistance to grantees
- e. REAP eligibility data and estimating award amounts
- ☒ f. RLIS subgrant application procedures
- ☒ g. RLIS subgrant allocation procedures
- h. Fiscal accounting procedures
- i. Monitoring RLIS grantees and subgrantees
- j. Use of grant funds for administrative costs
- k. Reporting and use of data
- l. Other (please specify)

Q54.5. How could the REAP program office improve technical assistance directly to SEAs and LEAs? (open end)

Q54.6. Please use the space below to share any additional thoughts you have about the RLIS program. (Open end)



Q55.1 Think about how you hear about REAP program updates and events (e.g., webinars). On a 10-point scale, where “1” is “Unlikely” and “10” is “Likely,” please rate how likely you are to hear about REAP updates or events in the following ways:

- a. Email announcements from REAP
- b. Newsletter
- c. U.S. Department of Education website
- d. State educational agencies
- e. Community organizations
- f. Social Media (Twitter, Facebook)

Q55.2. 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. Master Eligibility Spreadsheet access and data
- b. Use of funds
- c. Use of G5 (e.g., grantee information, Grant Award Notice (GAN), available funds, drawdown of funds, etc.)
- d. Grant application process
- e. Program eligibility
- f. Alternative Fund Use Authority
- g. Reporting and use of data
- h. More communication of resources (e.g. webinars)
- i. Opportunities to learn from other LEAs implementing SRSA
- j. UEI maintenance in the System for Award Management (SAM)
- k. Other (please specify)

Q55.3 Think about your experience with the FY 2023 SRSA application process as compared to the process in previous years. On a 10-point scale, where “1” is “Poor” and “10” is “Excellent,” please rate the following:

- a. Clarity of instructions for accessing and completing the application
- b. Ease of accessing the application using the unique link in the invitation email
- c. Navigating the application on the MAX.gov survey tool
- d. Preparing and completing the information requested on the application
- e. Ease of submitting the application
- f. Utilizing the confirmation email

Q55.4 Please provide any suggestions for improvements the REAP program office could make to its grant administration processes and protocols in order to reduce the overall burden to your LEA. (Open end)

Q55.5. How could the REAP program office improve technical assistance directly to LEAs? (open end)

Q55.6 Please use the space below to share any additional thoughts you have about the SRSA program.



- Q56.1 Did you ask your ED Program Contact, "PROGRAM OFFICER", for assistance in areas not related to fiscal or grant administration issues?
- Yes
  - No
- Q56.2 [If Q1=Yes] On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the ED Program Contacts quality of assistance.
- Q56.3 On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate Insight Policy Research's/Urban Institute's Needs Assessment Quality.
- Q56.4 On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate Insight Policy Research's/Urban Institute's other services.
- Q56.5 On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the SCORECARD system.



Q57.1. How frequently do you communicate with your program officer and/or the EED Division Staff?

- a. Weekly
- b. Monthly
- c. Quarterly

Q57.2 . Do you feel as if you are experiencing the right amount of interaction with your program officer and/or the Division staff?

- a. Yes
- b. No

Q57.2a. (If 56.2=NO) Which best describes your ideal frequency of communication with your EED program officer and/or the EED Division Staff?

- a. Weekly
- b. Monthly
- c. Quarterly

Q57.3. Reflecting on the SEED grant program's cost sharing, matching funds requirement, please agree or disagree with the following statements:

	Strongly Disagree	2	3	4	5	6	7	8	9	Strongly Agree	N/A
My program officer assists me in understanding the cost sharing requirements and identifying appropriate sources of matching funds.											
My organization is able to meet the cost-sharing/matching requirements of the program.											
If applicable, my program officer supports me in identifying solutions to address my inability to meet the program's cost-sharing/matching requirements.											

Q57.4. Reflecting on the SEED program's staff, including your program officer, please agree or disagree with the statements regarding the support SEED staff have provided you as a grantee

SEED Staff...	Strongly Disagree	2	3	4	5	6	7	8	9	Strongly Agree	N/A
SEED staff understand my needs as a grantee											
SEED staff are responsive to my questions											



SEED staff are proactive in contacting me if there is an issue with my grant											
SEED staff are knowledgeable about my SEED project and its goals											

Q57.5. Reflecting on your SEED program's support and technical assistance, please agree or disagree with the statements regarding the support SEED staff have provided you as a grantee.

	Strongly Disagree	2	3	4	5	6	7	8	9	Strongly Agree	N/A
SEED Staff support me in my...Understanding of GPRA measures and associated measure definitions											
SEED Staff support me in my...Ability to collect and report accurate GPRA data											
SEED Staff support me in my...Understanding of all program requirements, including budgetary concerns											



SEED Staff support me in my...Understanding of practices and approaches used by other grantees in addressing challenging areas of project implementation											
Contact with SEED staff helps me to connect my needs to appropriate technical assistance opportunities											
Contact with SEED staff supports me with timely program implementation											

Q57.6. Reflecting on the SEED application process and the online resource provided (<https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/effective-educator-development-programs/supporting-effective-educator-development-grant-program/>) , please agree or disagree with the statements regarding your use of SEED's online resource during your grant application process.

SEED's Online Resource	Strongly Disagree	2	3	4	5	6	7	8	9	Strongly Agree	N/A
The information provided about my grant program is accurate											
As an applicant, the content related to the competition was helpful to me											
The website and resources are user-friendly and easy to navigate											
The pre-application webinars were helpful to our understanding of the competition & application process.											

Q57.7. Reflecting on the technical support and assistance you have received from the EED TA Center/AEM, please agree or disagree with the statements regarding the technical assistance they provided your team.

EED TA Center/AEM	Strongly Disagree	2	3	4	5	6	7	8	9	Strongly Agree	N/A
Assisted in improving my program planning and implementation											





Provided me with relevant information and ideas on how to successfully implement my grant											
Connected our grant team with other experts or practitioners working on similar programs											
Provided quality content during EED Summits											
Provided useful direct technical assistance											
Provided quality content on the Communities360 platform											
Provided quality of content and connections as part of the Communities of Practice											
The technical assistance provided strategies for sustaining my grant's successful project activities after the Federal grant funding ends.											

Q57.8. Reflecting on the EED Communities 360 website (<https://eed.communities.ed.gov/>) and your use of the resources there available to grantees, please agree or disagree with the statements regarding your use of Communities360 as a grantee.

Communities 360	Strongly Disagree	2	3	4	5	6	7	8	9	Strongly Agree	N/A
The interactive logic model in the portal is a useful resource for supporting implementation of my grant											
The project plans available online are a useful resource for supporting grant implementation.											
The budget resources available online are a useful resource for supporting grant implementation.											
The What Works Clearinghouse available online is a useful resource for supporting grant design and implementation											



The calendar of events is useful to help understand my grants schedule and EED activities.											
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Q57.9. What improvements to the program would you recommend in order to be support you in successfully administering your grant?

**ONLY IF Q1=58 Payments for Federal Property (Section 7002) ASK 1-8 BELOW**

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

Q58.1 Did you contact the Impact Aid Program for technical assistance?

1. Yes
2. No

Q58.2 Did you use the written instruction and guidance documents provided for the application?

1. Yes
- a. No

Q58.3 Have you attended any Webinars or in person meetings where IAP staff provided you information on the Section 7002 program?

- a. Yes
- b. No

Q58.4. [IF Q58.3=a] Did the presentation and/or materials prepared help you understand your responsibilities in submitting data?

- a. Yes
- b. No

Q58.5. [IF Q58.4=b] Please explain.

Q58.6. What additional communications would you like to receive regarding the status of your application, prior to receiving a payment?

Q58.7 Please provide any additional specific suggestions for how the Impact Aid Program can improve customer service.

Q58.8 What improvements would you like to see to the Impact Aid Grant System (IAGS)?



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”

Q59.1. Usefulness and relevance of webinar-based technical assistance

Q59.2. Usefulness and relevance of technical assistance resources on the OIE web site.

Q59.3. Quality of support and technical assistance provided by OIE staff in meeting performance goals.

Q59.4. Quality of support provided for collecting and submitting quality data.

Q59.5. Choose from the list below. Are you a new project director hired within the last 12 months?

- a. Yes
- b. No

Q59.6. Choose from the list below. Did you receive one-on-one technical assistance from OIE STAFF and/or TA providers in the last 12 months?

- a. Yes
- b. No

Q59.7. Choose from the list below. How many group technical assistance sessions did you attend from OIE Staff and/or TA providers in the last 12 months?

- a. 0
- b. 1-3
- c. 4-6
- d. 7-10
- e. 10-12
- f. 12+

Q59.8. Assign the priority, 1 being highest and 8 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. Allowable Costs and Budgeting Flexibilities
- h. Indirect costs
- i. Using G5
- j. Understanding GPRA measures

Q59.9. What recommendations would you like to make to the OIE Discretionary program staff to assist you in administering your grant more effectively? (open end)



In regards to the technical assistance provided by U.S. Department of Education program staff for the Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At Risk and the National Technical Assistance Center for the Education of Neglected and Delinquent Children and Youth (NDTAC), please rate the following using a 10-point scale, where 1 is Poor and 10 is Excellent:

Q60.1. Responsiveness in answering questions

Q60.2. Sufficiency of the guidance provided in responses to questions

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 U.S. Department of Education and NDTAC staff in helping you with the following:

FORMATTING NOTE – USE 2 COLUMNS FOR EACH QUESTION (3-5) TO SHOW ED and NDTAC

US Department of Education

Q60.3. Guidance provided to meet program compliance requirements

Q60.4. Assistance provided to help States reach performance goals

Q60.5. Quality of support provided for collecting and submitting quality data

NDTAC

Q60.3a. Guidance provided to meet program compliance requirements

Q60.4a. Assistance provided to help States reach performance goals

Q60.5a. Quality of support provided for collecting and submitting quality data



Q61.1. How frequently do you communicate with your program officer and/or the EED Division Staff?

- a. Weekly
- b. Monthly
- c. Quarterly

Q61.2 . Do you feel as if you are experiencing the right amount of interaction with your program officer and/or the Division staff?

- a. Yes
- b. No

Q61.2a. (If 60.2=NO) Which best describes your ideal frequency of communication with your EED program officer and/or the EED Division Staff?

- a. Weekly
- b. Monthly
- c. Quarterly

Q61.3. Reflecting on the SEED grant program's cost sharing, matching funds requirement, please agree or disagree with the following statements:

	Strongly Disagree	2	3	4	5	6	7	8	9	Strongly Agree	N/A
My program officer assists me in understanding the cost sharing requirements and identifying appropriate sources of matching funds.											
My organization is able to meet the cost-sharing/matching requirements of the program.											
If applicable, my program officer supports me in identifying solutions to address my inability to meet the program's cost-sharing/matching requirements.											

Q61.4. Reflecting on the TQP program's staff, including your program officer, please agree or disagree with the statements regarding the support TQP staff have provided you as a grantee

TQP Staff...	Strongly Disagree	2	3	4	5	6	7	8	9	Strongly Agree	N/A
TQP staff understand my needs as a grantee											
TQP staff are responsive to my questions											



TQP staff are proactive in contacting me if there is an issue with my grant											
TQP staff are knowledgeable about my TQP project and its goals											

Q61.5. Reflecting on your TQP program's support and technical assistance, please agree or disagree with the statements regarding the support TQP staff have provided you as a grantee.

	Strongly Disagree	2	3	4	5	6	7	8	9	Strongly Agree	N/A
TQP Staff support me in my...Understanding of GPRA measures and associated measure definitions											
TQP Staff support me in my...Ability to collect and report accurate GPRA data											
TQP Staff support me in my...Understanding of all program requirements, including budgetary concerns											



TQP Staff support me in my...Understanding of practices and approaches used by other grantees in addressing challenging areas of project implementation											
Contact with TQP staff helps me to connect my needs to appropriate technical assistance opportunities											
Contact with TQP staff supports me with timely program implementation											

Q61.6. Reflecting on the TQP application process and the online resource provided (<https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/effective-educator-development-programs/teacher-quality-partnership/>) , please agree or disagree with the statements regarding your use of TQP's online resource during your grant application process.

TQP 's Online Resource	Strongly Disagree	2	3	4	5	6	7	8	9	Strongly Agree	N/A
The information provided about my grant program is accurate											
As an applicant, the content related to the competition was helpful to me											
The website and resources are user-friendly and easy to navigate											
The pre-application webinars were helpful to our understanding of the competition & application process.											

Q61.7. Reflecting on the technical support and assistance you have received from the EED TA Center/AEM, please agree or disagree with the statements regarding the technical assistance they provided your team.

EED TA Center/AEM	Strongly Disagree	2	3	4	5	6	7	8	9	Strongly Agree	N/A
Assisted in improving my program planning and implementation											



Provided me with relevant information and ideas on how to successfully implement my grant											
Connected our grant team with other experts or practitioners working on similar programs											
Provided quality content during EED Summits											
Provided useful direct technical assistance											
Provided quality content on the Communities360 platform											
Provided quality of content and connections as part of the Communities of Practice											
The technical assistance provided strategies for sustaining my grant's successful project activities after the Federal grant funding ends.											

Q61.8. Reflecting on the EED Communities 360 website (<https://eed.communities.ed.gov/>) and your use of the resources there available to grantees, please agree or disagree with the statements regarding your use of Communities360 as a grantee.

Communities 360	Strongly Disagree	2	3	4	5	6	7	8	9	Strongly Agree	N/A
The interactive logic model in the portal is a useful resource for supporting implementation of my grant											
The project plans available online are a useful resource for supporting grant implementation.											
The budget resources available online are a useful resource for supporting grant implementation.											
The What Works Clearinghouse available online is a useful resource for supporting grant design and implementation											





The calendar of events is useful to help understand my grants schedule and EED activities.											
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Q61.9. What improvements to the program would you recommend in order to be support you in successfully administering your grant?



Q62.1 How often do you receive technical assistance (email communications, written guidance, webinars, meetings/conferences) from the OSSS office?

- a. At least weekly
- b. Monthly
- c. Quarterly
- d. Yearly

Q62.2 On a scale from 1 to 10 where 1 is “Poor” and 10 is “Excellent,” how helpful is that technical assistance?

Q62.3 How often do you receive technical assistance (email communications, written guidance, webinars, meetings/conferences) from the PBIS TA Center?

- a. At least weekly
- b. Monthly
- c. Quarterly
- d. Yearly

Q62.4 Which form of technical assistance do you find most helpful as you implement your grant project?

- a. Written guidance
- b. Email communication
- c. Annual meetings/conferences
- d. In-person training or site-specific support
- e. Other (please specify)

Q62.5 What specific type of technical assistance content would be most useful to you in the successful implementation of your grant project(s)? Please select **up to 3 options** from the list below:

- a. using data for effective student outcomes
- b. leveraging alignment, integration and sustainability
- c. effectiveness and efficiency of communications
- d. leveraging public/private partnerships for sustainability
- e. federal project management
- f. federal grant fiscal management
- g. federal grant contracting do's and don'ts
- h. federal grant regulations
- i. federal grant administration
- j. other (please specify)



Q63.1 Have NHE staff initiated technical assistance with you during the past 6 months?

- a. Yes
- b. No

Q63.2 [IF Q61.1=a] How did the technical assistance or support occur? (Select all that apply)

- a. NHE Webinar
- b. NHE Website
- c. Conference call with NHE staff
- d. Email communication with NHE staff

Q63.4 Do you feel the frequency of technical assistance provided by NHE staff is sufficient for supporting the implementation of your grant? Why or why not (Open Ended Question)

Q63.5 On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent", how helpful is the technical assistance you are receiving from NHE staff?

Q63.6 Which form of technical assistance do you find most helpful? (Select all that apply)

- a. Written guidance (i.e., newsletter, website)
- b. Email communication
- c. Annual meetings/conferences
- d. Webinars
- e. Videoconferences
- f. Other (please specify)

Q63.7 What technical assistant topics can the NHE program provide to support the effective implementation of your grant projects? (Open-ended)

Q63.8 When you were preparing your application, how easy was it to locate and understand the required application package information? 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. Application Review Information
- e. Budget Information and Forms
- f. Deadline for Submission
- g. Range of Awards
- h. Recommended Page Limit Instructions
- i. Formatting Instructions
- j. Program Contact

Q63.9 How helpful is the information on the [NHE website](#)? Please use a 10-point scale with "1" being "not very helpful" and "10" being "very helpful."



Q64.1 Have ANE staff initiated technical assistance with you during the past 6 months?

- a. Yes
- b. No

Q64.2 [IF Q64.1=a] How did the technical assistance or support occur? (Select all that apply)

- a. ANE Webinar
- b. ANE Website
- c. Conference call with ANE staff
- d. Email communication with ANE staff

Q64.3 Do you feel the frequency of technical assistance provided by ANE staff is sufficient for supporting the implementation of your grant? Why or why not (Open Ended Question)

Q64.4 On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent", how helpful is the technical assistance you are receiving from ANE staff?

Q64.5 Which form of technical assistance do you find most helpful? (Select all that apply)

- a. Written guidance (i.e., newsletter, website)
- b. Email communication
- c. Annual meetings/conferences
- d. Webinars
- e. Videoconferences
- f. Other (please specify)

Q64.7 What technical assistant topics can ANE staff cover to support the effective implementation of your grant projects? (Open-ended)

Q64.8 When you were preparing your application, how easy was it to locate and understand the required application package information? 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. Application Review Information
- e. Budget Information and Forms
- f. Deadline for Submission
- g. Range of Awards
- h. Recommended Page Limit Instructions
- i. Formatting Instructions
- j. Program Contact

Q64.9 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."



Think about the technical support and assistance you have received from the U.S. Department of Education staff and the technical assistance provider 2M Research. On a 10-point scale, where “1” is “not very satisfied” and “10” is “very satisfied”, please rate the following items.

Q65.1. Ability to work with you to resolve issues

Q65.2. The quality of information or feedback received from the program officer

Q65.3. Your overall level of satisfaction with the service provided by the program officer

Q65.4. What could the IAL team do to improve the content of technical assistance?

Q65.5. How helpful is the information and guidance provided to you by the US Department of Education staff on performance reporting (annual performance reports and ad hoc performance reports)?



**ONLY IF Q1=66 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.

Q66.1. Accessibility and responsiveness of program staff

Q66.2. Timely resolution of questions by program staff

Q66.3. Clarity of information provided by program staff

Q66.4. Usefulness and relevance of the strategies for technical assistance (e.g., webinars, policy documents, meetings, conference calls)

Q66.5. Usefulness of the updated technical assistance resources pages on the HEP ed.gov website.

Q66.6. What additional topics would you like discussed during HEP meetings, webinars, or phone calls to help you implement a high-quality program?

Q66.7. What could the HEP team do to improve the content of technical assistance?

Q66.8. What could the HEP team do to improve the structure or format of technical assistance?

Q66.9. Please share how the HEP team’s services can be improved over the next year to better meet your needs as a Project Director implementing the HEP. (Please cite specific recommendations) (open ended)

Q66.10. Are there any other federal programs providing you technical assistance in form and/or content the HEP/CAMP team should consider as a model? If so, please list. (Open ended)



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.

Q67.1. Accessibility and responsiveness of program staff

Q67.2. Timely resolution of questions by program staff

Q67.3. Clarity of information provided by program staff

Q67.4. Usefulness and relevance of the strategies for technical assistance (e.g., webinars, policy documents, meetings, conference calls)

Q67.5. Usefulness of the updated technical assistance resources pages on the CAMP ed.gov website.

Q67.6. What additional topics would you like discussed during CAMP meetings, webinars, or phone calls to help you implement a high-quality program?

Q67.7. What could the CAMP team do to improve the content of technical assistance?

Q67.8. What could the CAMP team do to improve the structure or format of technical assistance?

Q67.9. Please share any comments on how the CAMP team’s services can be improved over the next year to better meet your needs as a Program Director implementing the CAMP.

Q67.10. Are there any other federal programs providing you technical assistance in form and/or content the HEP/CAMP team should consider as a model? If so, please list. (Open ended)



Q68.1 Did you ask your ED Program Contact (Program Officer) for assistance in areas not related to fiscal or grant administration issues?

- a. Yes
- b. No

Q68.2 [If Q68.1=Yes] On a scale from 1 to 10, where “1” is “Poor” and “10” is “Excellent,” please rate the ED Program Contacts quality of assistance.

Q68.3. What is your preferred way to receive information from the Full Service Community Schools Team? Please rank your top three.

- a. Email communication
- b. Telephone/Conference call
- c. Written guidance
- d. Annual meetings/conferences
- e. In-person training
- f. Website
- g. Other (please specify)

Q68.4. What specific type of technical assistance content would be most useful to you in the successful implementation of your grant project(s)? Please select up to 3 options from the list below:

- a. Federal project management
- b. Federal grant fiscal management
- c. Federal grant monitoring
- d. FSCS grant requirements (understanding the different program requirements)
- e. Leveraging alignment, integration and sustainability
- f. Promising practices
- g. Other (please specify)





Please rate the following questions that ask about meeting and communications. Use a scale from 1 to 10, where “1” is “not very satisfied” and “10” is “very satisfied.”

Meetings/Communications

Q69.1. How satisfied are you with CSP’s annual meetings?

Q69.2. How satisfied are you with the accessibility, timeliness, and responsiveness of CSP’s overall communication and information sharing?

Monitoring/Technical Assistance

Q69.3. How satisfied are you with the technical assistance you receive by the program staff on questions related to your project?

Q69.4 How satisfied are you with the technical assistance you receive by the contractors related to your project’s performance agreement?

Q69.5. How satisfied are you with the opportunity to provide CSP with an understanding of your project’s progress, challenges, and accomplishments during quarterly calls?

For those grantees that were monitored in FY22:

Q69.6. How satisfied were you with information and support provided prior to virtual monitoring?



**ONLY IF Q1=70 Assistance for Arts Education Development and Dissemination ASK 1-3 BELOW**

Think about the technical support and assistance you have received from the U.S. Department of Education staff. On a 10-point scale, where “1” is “not very satisfied” and “10” is “very satisfied”, please rate the following items.

Q70.1. Ability to work with you to resolve issues.

Q70.2. The quality of information or feedback received from the program officer.

Q70.3. Your overall level of satisfaction with the service provided by the program officer.

Q70.4. How helpful is the information and guidance provided to you by the US Department of Education staff on performance reporting (annual performance reports and ad hoc performance reports)?

Q.70.5. How helpful was the information and guidance provided to you by the U.S. Department staff during the December Technical Assistance Webinar on “Prior Approvals?”

Q70.6. What could the Arts team do to improve the content of technical assistance. (open ended)



### Interaction with Program Officer

Q71.1. Think about the experience receiving technical assistance from your ARP EANS program officer and rate the following from a scale of 1 to 10 where 1 is “Not at all helpful” and 10 is “Very helpful”.

- a. Program officer’s ability to resolve issues
- b. Program officer’s ability to listen to, accept and act upon your feedback
- c. Program officer’s ability to assist you in defining your needs and requests
- d. Program officer’s use of clear and concise written and verbal communication

Q71.2. How helpful is your ARP EANS program officer in connecting you to the resources and relationships you need to effectively implement your grant(s)? On a scale from 1 to 10 where 1 is “Not at all helpful” and 10 is “Very helpful”.

### Office of State and Grantees Relations

Q71.3. What is your preferred way to receive information from the Office of State and Grantees Relations? Please rank your top three.

- a. Individual Email
- b. Telephone Call
- c. Monthly Check-in Call
- d. G5 Bulk Email
- e. Website
- f. Other (specify \_\_\_\_\_)

Q71.4. Think about ARP EANS grant requirements. Select two topics for which you have the greatest need for technical assistance.

- a. Allowable uses of funds
- b. Reporting requirements
- c. Subrecipient monitoring
- d. Timelines for grant requirements
- e. Understanding different program requirements
- f. Promising practices
- g. Other

Q71.5. Describe how the Office of State and Grantees Relations can further empower you to make decisions about the implementation of your ARP EANS grants.



**Interaction with Program Officer**

Q72.1 Think about the experience receiving technical assistance from your ARP ESSER program officer and rate the following from a scale of 1 to 10 where “1” is “Not at all Helpful” and “10” is “Very Helpful.”

- a. Program officer’s ability to resolve issues
- b. Program officer’s ability to listen to, accept and act upon your feedback
- c. Program officer’s ability to assist you in defining your needs and requests
- d. Program officer’s use of clear and concise written and verbal communication

Q72.2. How helpful is your ARP ESSER program officer in connecting you to the resources and relationships you need to effectively implement your grant(s)? On a scale from 1 to 10 where “1” is “Not at all Helpful” and “10” is “Very Helpful.”

**Office of State and Grantees Relations**

Q72.3. What is your preferred way to receive information from the Office of State and Grantees Relations? Please rank your top three.

- a. Individual Email
- b. Telephone Call
- c. Monthly Check-in Call
- d. G5 Bulk Email
- e. Website
- f. Other (specify \_\_\_\_\_)

Q72.4. Think about ARP ESSER grant requirements. Select the two topics for which you have the greatest need for technical assistance.

- a. Allowable uses of funds
- b. Reporting requirements
- c. Subrecipient monitoring
- d. Data Usage for Continuous Improvement
- e. Timelines for grant requirements
- f. Understanding difference requirements between programs
- g. Promising practices
- h. Other

Q72.5. Describe how the Office of State and Grantees Relations can further empower you to make decisions about the implementation of your ARP ESSER grants.



**Department of Education Office of Acquisition, Grants and Risk Management**  
Grantee Satisfaction Survey  
**ONLY IF Q1=73** School Based Mental Health Grant Program (National Programs)  
**[No custom questions]**

Final Report



**Department of Education Office of Acquisition, Grants and Risk Management**  
Grantee Satisfaction Survey  
**ONLY IF Q1=74 Mental Health Demonstration Grants**  
**[No custom questions]**

Final Report



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



## Dept of Ed GSS – Aggregate (2022 v 2023) Score Table

	2022 Scores	2023 Scores	Difference	Significant Difference	Aggregate Impact
<b>Sample Size</b>	<b>2,502</b>	<b>2,965</b>			
<b>ED Staff/Coordination</b>	<b>88</b>	<b>86</b>	<b>-2</b>	<b>↓</b>	<b>0.9</b>
Knowledge of relevant legislation, regulations, policies, and procedures	90	88	-2	↓	--
Responsiveness to your questions	85	84	-1		--
Professionalism	93	92	-1	↓	--
Sufficiency of legal guidance in responses	86	85	-1	↓	--
Communication about changes that may affect your program	87	85	-2	↓	--
Consistency of responses with ED staff from different program offices	85	82	-3	↓	--
Collaboration with other ED programs or offices in providing relevant services	85	83	-2	↓	--
<b>Online Resources</b>	<b>75</b>	<b>73</b>	<b>-2</b>	<b>↓</b>	<b>0.6</b>
Ability to find specific information	74	73	-1		--
Quality of content	76	74	-2	↓	--
Ability to accomplish what you want on the site	74	74	0		--
Accuracy of search results	76	74	-2	↓	--
Ability to navigate within the site	75	73	-2	↓	--
Look and feel/Visual appearance	74	72	-2	↓	--
<b>Documents</b>	<b>83</b>	<b>82</b>	<b>-1</b>		<b>1.1</b>
Clarity	83	82	-1		--
Organization of information	84	83	-1		--
Sufficiency of detail to meet your program needs	82	81	-1		--
Relevance to your areas of need	83	83	0		--
Comprehensiveness in addressing the scope of issues that you face	81	80	-1		--
<b>Information in Application Package</b>	<b>87</b>	<b>86</b>	<b>-1</b>		<b>N/A</b>
Program Purpose	89	87	-2	↓	--
Program Priorities	88	86	-2	↓	--
Selection Criteria	86	85	-1		--
Review Process	83	82	-1		--
Budget Information and Forms	83	82	-1		--
Deadline for Submission	91	89	-2	↓	--
Dollar Limit on Awards	88	86	-2	↓	--
Page Limitation Instructions	87	86	-1		--
Formatting Instructions	84	85	1		--
Program Contact	90	88	-2	↓	--
<b>Grant Performance Reporting Requirements</b>	<b>77</b>	<b>76</b>	<b>-1</b>	<b>↓</b>	<b>1.0</b>
Clarity of reporting requirements	79	78	-1		--
Ease of obtaining data you are required to report	75	74	-1		--
Ease of submitting report(s) electronically	82	80	-2	↓	--
Availability of assistance in completing your report(s)	81	79	-2	↓	--
Usefulness of the data to help you improve your grant program/project	78	76	-2	↓	--
Your understanding of how ED uses your data	70	69	-1		--





	2022	2023	Difference	Significant Difference	Aggregate Impact
	Scores	Scores			
<b>Technical Assistance</b>	<b>80</b>	<b>79</b>	<b>-1</b>		<b>1.6</b>
TA services provided in helping successfully implement grant programs/projects	83	81	-2	↓	--
Enhancing staff skills needed for successful program management	80	79	-1		--
Using evidence-based practices in implementing program activities	79	78	-1		--
Assistance with developing resource materials for use in the program	77	76	-1		--
Creating opportunities to share best practices via learning groups	79	79	0		--
ED-Funded TA Provider helpfulness in your learning to implement grant project	85	86	1		--
ED-Funded TA Provider helpfulness in successfully implementing your projects	90	87	-3		--
<b>ACSI</b>	<b>77</b>	<b>76</b>	<b>-1</b>	<b>↓</b>	<b>N/A</b>
How satisfied are you with ED's products and services	82	80	-2	↓	--
How well ED's products and services meet expectations	75	74	-1	↓	--
How well ED compares with ideal products and services	73	72	-1		--
<b>Trust</b>	<b>84</b>	<b>83</b>	<b>-1</b>	<b>↓</b>	<b>4.3</b>
Level of trust in office to meet your organization's needs	84	83	-1	↓	--
<b>Native American and Alaska Native Children in School Program</b>					
Technical assistance from OELA office	76	83	7		--
Technical assistance from program officer	80	92	12		--
Usefulness of OELA website	67	79	12		--
Usefulness of NCELA website	75	82	7		--
<b>National Professional Development Program</b>					
Technical assistance from OELA office	83	86	3		--
Technical assistance from program officer	84	85	1		--
Usefulness of OELA website	75	77	2		--
Usefulness of NCELA website	81	86	5		--
<b>Adult Education and Family Literacy Act (AEFLA) Program</b>					
Ease of reporting using the NRS web-based system	81	82	1		--
Usefulness of the training offered by OCTAE through its contract to support NRS	80	79	-1		--
Efficiency and overall organization of the review(s)	74	83	9		--
Quality of pre-planning guidance received	80	84	4		--
Clarity of expectations for the review	80	82	2		--
Timeliness	78	79	1		--
Relevance of information	87	88	1		--
Usefulness to your program	84	88	4		--
Usefulness of products helping your state meet AEFLA program priorities	75	78	3		--
How well TA addresses your program priorities and needs	74	79	5		--
Website - Ability to find specific information	81	78	-3		--
Website - Quality of content	83	78	-5		--
Website - Ability to accomplish what you want on the site	79	77	-2		--
Website - Accuracy of search results	75	77	2		--
Website - Ability to navigate within the site	81	80	-1		--
Website - Look and feel/Visual appearance	84	80	-4		--



	2022	2023	Difference	Significant Difference	Aggregate Impact
	Scores	Scores			
<b>Carl D. Perkins Career and Technical Education State Directors</b>					
CAR's user-friendliness	71	80	9	↑	--
PCRN's usefulness to your program	82	83	1		--
Effectiveness of DATE in helping you implement grant programs	81	86	5		--
TA received on project implementation and budget questions	90	93	3		--
Usefulness and relevance of project director meetings in providing TA	80	87	7		--
<b>Native Hawaiian Career and Technical Education Program</b>					
PCRN's usefulness to your program	89	89	0		--
Effectiveness of DATE in helping you implement grant programs	89	93	4		--
TA received on project implementation and budget questions	96	94	-2		--
Usefulness and relevance of project director meeting in providing TA	96	92	-4		--
Usefulness and relevance of the Community of Practice meeting in providing TA	--	89	--		--
<b>Native American Career and Technical Education Program</b>					
PCRN's usefulness to your program	75	81	6		--
Effectiveness of DATE in helping you implement grant programs	80	83	3		--
TA received on project implementation and budget questions	87	90	3		--
Usefulness and relevance of project director meeting in providing TA	85	93	8		--
Usefulness and relevance of the Community of Practice meeting in providing TA	--	89	--		--
<b>IDEA – State Directors of Special Education (Part B) Program</b>					
Clarity of information received in developing applications and reports	84	83	-1		--
Timeliness of responses	83	83	0		--
OSEP-funded TA provider	88	90	2		--
Education Department-funded TA provider	77	66	-11		--
Professional associations	78	85	7		--
Conferences where research is presented	70	85	15	↑	--
Books	54	71	17	↑	--
Journal articles	59	80	21	↑	--
Personal interaction with peers	86	88	2		--
IDEAS that work website	69	84	15	↑	--
The Department's new IDEA website	70	79	9		--
osep.grads360.org	59	82	23	↑	--



	2022	2023	Difference	Significant Difference	Aggregate Impact
	Scores	Scores			
<b>IDEA – Part C Infants and Toddlers with Disabilities Program</b>					
Clarity of information received in developing applications and reports	84	78	-6		--
Timeliness of responses	88	82	-6		--
OSEP-funded TA provider	81	86	5		--
Education Department-funded TA provider	46	31	-15		--
Professional associations	70	64	-6		--
Conferences where research is presented	63	68	5		--
Books	44	45	1		--
Journal articles	50	52	2		--
Personal interaction with peers	72	80	8		--
IDEAS that work website	60	55	-5		--
The Department's new IDEA website	49	57	8		--
osep.grads360.org	50	39	-11		--
<b>RSA Vocational Rehabilitation Program</b>					
Responsiveness to questions and requests for technical assistance	77	78	1		--
Supportiveness in helping complete Unified or Combined State Plan	78	78	0		--
Dissemination of subregulatory guidance	79	75	-4		--
Provision of effective training and dissemination of relevant information	72	70	-2		--
Data Collection and Reporting	70	80	10		--
Fiscal/Grant Management	66	76	10		--
Programmatic	66	75	9		--
Technical Assistance	65	72	7		--
Utility of website for entering required data, retrieving and revising reports	60	67	7		--
Ease of navigating website	65	63	-2		--
Usefulness of information available on the website	71	71	0		--
Website technical support	67	69	2		--
<b>Rehabilitation Long-Term Training Program</b>					
Usefulness of messages that are disseminated via RSA listserv	79	78	-1		--
Timeliness of messages that are disseminated via RSA listserv	79	83	4		--
Effectiveness in training vocational rehabilitation counselors for employment	89	93	4		--
<b>State Personnel Development Grants</b>					
OSEP-funded TA provider	76	80	4		--
Education Department-funded TA provider	52	66	14		--
Professional associations	80	70	-10		--
Conferences where research is presented	74	70	-4		--
Books	64	61	-3		--
Journal articles	70	62	-8		--
Personal interaction with peers	74	85	11		--
IDEAS that work website	58	64	6		--
The Department's new IDEA website	50	64	14		--
Helpfulness of ED Staff in supporting growth of grant/improve project	89	88	-1		--



	2022	2023	Difference	Significant Difference	Aggregate Impact
	Scores	Scores			
<b>Independent Living Services for Older Individuals Who Are Blind (IL-OIB)</b>					
Data Collection and Reporting	72	72	0		--
Fiscal/Grant Management	69	71	2		--
Program Performance	64	74	10		--
Technical Assistance	79	78	-1		--
Training efforts/Dissemination of info - TAC at MSU	94	90	-4		--
Utility of website for entering required data, retrieving and revising reports	78	63	-15	↓	--
Ease of navigating website	73	63	-10		--
Usefulness of information available on the website	68	66	-2		--
Website technical support	67	65	-2		--
<b>Strengthening Institutions Program</b>					
Responsiveness to questions	81	83	2		--
Knowledge of relevant legislation, regulations, policies, and procedures	88	90	2		--
Ability to resolve issues	86	90	4		--
Use of clear and concise written and verbal communication	84	87	3		--
Timely resolution of general programmatic and/or financial issues	81	84	3		--
Timeliness of the grant award notification	81	83	2		--
Availability of funds with adequate time for implementation	83	86	3		--
Transparency of how funds are distributed among grantees	86	91	5	↑	--
Sufficiency of information provided to keep you informed	80	82	2		--
Frequency of communication	76	78	2		--
Clarity of communication	83	82	-1		--
<b>Group Projects Abroad Program</b>					
Responsiveness to your questions	--	96	--		--
Knowledge of relevant legislation, regulations, policies and procedures	--	98	--		--
Ability to resolve issues	--	99	--		--
Use of clear and concise written and verbal communication	--	98	--		--
Timely resolution of general programmatic and/or financial issues	--	98	--		--
Timeliness of the grant award notification	--	96	--		--
Availability of funds with adequate time for implementation	--	96	--		--
Transparency of how funds are distributed among grantees	--	96	--		--
Sufficiency of information provided to keep you informed	--	94	--		--
Frequency of communication	--	90	--		--
Clarity of communication	--	90	--		--
Teaching of any modern foreign language	--	96	--		--
Instruction in fields needed to provide full understanding	--	96	--		--
Research and training in international studies	--	96	--		--
Language aspects of professional and other fields of study	--	94	--		--
Instruction and research on issues in world affairs	--	96	--		--



	2022	2023	Difference	Significant Difference	Aggregate Impact
	Scores	Scores			
<b>Tribally Controlled Colleges and Universities (TCCU)-Part A program</b>					
Responsiveness to your questions	--	76	--		--
Knowledge of relevant legislation, regulations, policies and procedures	--	87	--		--
Ability to resolve issues	--	86	--		--
Use of clear and concise written and verbal communication	--	81	--		--
Timely resolution of general programmatic and/or financial issues	--	83	--		--
Timeliness of the grant award notification	--	85	--		--
Availability of funds with adequate time for implementation	--	90	--		--
Transparency of how funds are distributed among grantees	--	86	--		--
Sufficiency of information provided to keep you informed	--	87	--		--
Frequency of communication	--	77	--		--
Clarity of communication	--	81	--		--
<b>Ronald E. McNair Post-Baccalaureate Achievement Program</b>					
Responsiveness to your questions	--	62	--		--
Knowledge of relevant legislation, regulations, policies and procedures	--	75	--		--
Ability to resolve issues	--	71	--		--
Use of clear and concise written and verbal communication	--	70	--		--
Timely resolution of general programmatic and/or financial issues	--	60	--		--
Timeliness of the grant award notification	--	76	--		--
Availability of funds with adequate time for implementation	--	82	--		--
Transparency of how funds are distributed among grantees	--	78	--		--
Sufficiency of information provided to keep you informed	--	67	--		--
Frequency of communication	--	59	--		--
Clarity of communication	--	69	--		--
<b>Centers of Excellence for Veterans Student Success (CEVSS)</b>					
Responsiveness to your questions	80	85	5		--
Knowledge of relevant legislation, regulations, policies and procedures	81	86	5		--
Ability to resolve issues	82	85	3		--
Use of clear and concise written and verbal communication	80	83	3		--
Timely resolution of general programmatic and/or financial issues	81	91	10		--
Timeliness of the grant award notification	75	85	10		--
Availability of funds with adequate time for implementation	85	93	8		--
Transparency of how funds are distributed among grantees	83	87	4		--
Sufficiency of information provided to keep you informed	81	81	0		--
Frequency of communication	75	81	6		--
Clarity of communication	81	82	1		--



	2022 Scores	2023 Scores	Difference	Significant Difference	Aggregate Impact
<b>Doctoral Dissertation Research Abroad (DDRA)</b>					
Responsiveness to your questions	78	85	7		--
Knowledge of relevant legislation, regulations, policies and procedures	82	93	11	↑	--
Ability to resolve issues	79	90	11	↑	--
Use of clear and concise written and verbal communication	76	82	6		--
Timely resolution of general programmatic and/or financial issues	76	83	7		--
Timeliness of the grant award notification	65	67	2		--
Availability of funds with adequate time for implementation	72	67	-5		--
Transparency of how funds are distributed among grantees	81	90	9		--
Sufficiency of information provided to keep you informed	79	80	1		--
Frequency of communication	74	80	6		--
Clarity of communication	76	79	3		--
Teaching of any modern foreign language	79	93	14	↑	--
Instruction in fields needed to provide full understanding	87	91	4		--
Research and training in international studies	90	94	4		--
Language aspects of professional and other fields of study	90	89	-1		--
Instruction and research on issues in world affairs	85	90	5		--
<b>Training Program for Federal TRIO Programs</b>					
Responsiveness to your questions	--	44	--		--
Knowledge of relevant legislation, regulations, policies and procedures	--	89	--		--
Ability to resolve issues	--	44	--		--
Use of clear and concise written and verbal communication	--	78	--		--
Timely resolution of general programmatic and/or financial issues	--	44	--		--
Timeliness of the grant award notification	--	56	--		--
Availability of funds with adequate time for implementation	--	67	--		--
Transparency of how funds are distributed among grantees	--	78	--		--
Sufficiency of information provided to keep you informed	--	44	--		--
Frequency of communication	--	44	--		--
Clarity of communication	--	78	--		--
<b>Upward Bound</b>					
Responsiveness to your questions	--	80	--		--
Knowledge of relevant legislation, regulations, policies and procedures	--	81	--		--
Ability to resolve issues	--	81	--		--
Use of clear and concise written and verbal communication	--	84	--		--
Timely resolution of general programmatic and/or financial issues	--	80	--		--
Timeliness of the grant award notification	--	70	--		--
Availability of funds with adequate time for implementation	--	76	--		--
Transparency of how funds are distributed among grantees	--	79	--		--
Sufficiency of information provided to keep you informed	--	80	--		--
Frequency of communication	--	78	--		--
Clarity of communication	--	81	--		--



	2022 Scores	2023 Scores	Difference	Significant Difference	Aggregate Impact
<b>Foreign Language and Area Studies Fellowships (FLAS)</b>					
Responsiveness to your questions	95	93	-2		--
Knowledge of relevant legislation, regulations, policies and procedures	94	94	0		--
Ability to resolve issues	94	95	1		--
Use of clear and concise written and verbal communication	94	94	0		--
Timely resolution of general programmatic and/or financial issues	93	94	1		--
Timeliness of the grant award notification	60	66	6		--
Availability of funds with adequate time for implementation	56	64	8		--
Transparency of how funds are distributed among grantees	79	78	-1		--
Sufficiency of information provided to keep you informed	91	87	-4		--
Frequency of communication	89	86	-3		--
Clarity of communication	92	90	-2		--
Supports instruction in fields needed to provide full understanding	91	91	0		--
Supports work in language aspects of professional and other fields of study	93	91	-2		--
Supports research and training in international studies	91	91	0		--
Teaching of any modern foreign language	93	92	-1		--
Instruction in fields needed to provide full understanding	93	94	1		--
Research and training in international studies	93	93	0		--
Language aspects of professional and other fields of study	94	91	-3		--
Instruction and research on issues in world affairs	94	93	-1		--
<b>TRIO Talent Search</b>					
Responsiveness to your questions	79	86	7	↑	--
Knowledge of relevant legislation, regulations, policies and procedures	81	87	6	↑	--
Ability to resolve issues	78	86	8	↑	--
Use of clear and concise written and verbal communication	80	87	7	↑	--
Timely resolution of general programmatic and/or financial issues	77	85	8	↑	--
Timeliness of the grant award notification	68	67	-1		--
Availability of funds with adequate time for implementation	76	73	-3		--
Transparency of how funds are distributed among grantees	83	76	-7	↓	--
Sufficiency of information provided to keep you informed	85	81	-4		--
Frequency of communication	83	80	-3		--
Clarity of communication	85	83	-2		--
<b>Predominantly Black Institutions - Historical</b>					
Responsiveness to your questions	91	79	-12		--
Knowledge of relevant legislation, regulations, policies and procedures	96	82	-14	↓	--
Ability to resolve issues	94	82	-12		--
Use of clear and concise written and verbal communication	93	83	-10		--
Timely resolution of general programmatic and/or financial issues	92	81	-11		--
Timeliness of the grant award notification	90	80	-10		--
Availability of funds with adequate time for implementation	93	86	-7		--
Transparency of how funds are distributed among grantees	88	86	-2		--
Sufficiency of information provided to keep you informed	89	83	-6		--
Frequency of communication	84	82	-2		--
Clarity of communication	91	86	-5		--



	2022 Scores	2023 Scores	Difference	Significant Difference	Aggregate Impact
<b>Predominantly Black Institutions (PBI) Competitive</b>					
Responsiveness to your questions	90	79	-11	↓	--
Knowledge of relevant legislation, regulations, policies and procedures	99	82	-17		--
Ability to resolve issues	94	82	-12		--
Use of clear and concise written and verbal communication	92	83	-9		--
Timely resolution of general programmatic and/or financial issues	90	81	-9		--
Timeliness of the grant award notification	92	80	-12		--
Availability of funds with adequate time for implementation	94	86	-8		--
Transparency of how funds are distributed among grantees	88	86	-2		--
Sufficiency of information provided to keep you informed	86	83	-3		--
Frequency of communication	81	82	1		--
Clarity of communication	89	86	-3		--
<b>Upward Bound Math and Science</b>					
Responsiveness to your questions	--	78	--		--
Knowledge of relevant legislation, regulations, policies and procedures	--	81	--		--
Ability to resolve issues	--	79	--		--
Use of clear and concise written and verbal communication	--	78	--		--
Timely resolution of general programmatic and/or financial issues	--	76	--		--
Timeliness of the grant award notification	--	64	--		--
Availability of funds with adequate time for implementation	--	72	--		--
Transparency of how funds are distributed among grantees	--	78	--		--
Sufficiency of information provided to keep you informed	--	75	--		--
Frequency of communication	--	72	--		--
Clarity of communication	--	75	--		--
<b>Strengthening Historically Black Colleges and Universities (HBCU) program</b>					
Responsiveness to your questions	86	83	-3	↓	--
Knowledge of relevant legislation, regulations, policies and procedures	91	83	-8		--
Ability to resolve issues	91	85	-6		--
Use of clear and concise written and verbal communication	90	84	-6		--
Timely resolution of general programmatic and/or financial issues	86	82	-4		--
Timeliness of the grant award notification	88	89	1		--
Availability of funds with adequate time for implementation	86	95	9	↑	--
Transparency of how funds are distributed among grantees	88	85	-3		--
Sufficiency of information provided to keep you informed	90	85	-5		--
Frequency of communication	85	81	-4		--
Clarity of communication	87	83	-4		--





	2022 Scores	2023 Scores	Difference	Significant Difference	Aggregate Impact
<b>Veterans Upward Bound</b>					
Responsiveness to your questions	--	76	--		--
Knowledge of relevant legislation, regulations, policies and procedures	--	79	--		--
Ability to resolve issues	--	82	--		--
Use of clear and concise written and verbal communication	--	81	--		--
Timely resolution of general programmatic and/or financial issues	--	77	--		--
Timeliness of the grant award notification	--	49	--		--
Availability of funds with adequate time for implementation	--	62	--		--
Transparency of how funds are distributed among grantees	--	65	--		--
Sufficiency of information provided to keep you informed	--	74	--		--
Frequency of communication	--	72	--		--
Clarity of communication	--	73	--		--
<b>Student Support Services</b>					
Responsiveness to your questions	66	77	11	↑	--
Knowledge of relevant legislation, regulations, policies and procedures	67	78	11	↑	--
Ability to resolve issues	70	80	10	↑	--
Use of clear and concise written and verbal communication	70	77	7	↑	--
Timely resolution of general programmatic and/or financial issues	66	76	10	↑	--
Timeliness of the grant award notification	64	65	1		--
Availability of funds with adequate time for implementation	69	72	3		--
Transparency of how funds are distributed among grantees	77	78	1		--
Sufficiency of information provided to keep you informed	70	78	8	↑	--
Frequency of communication	67	75	8	↑	--
Clarity of communication	70	77	7	↑	--
<b>GEAR UP</b>					
Responsiveness to your questions	84	83	-1		--
Knowledge of relevant legislation, regulations, policies and procedures	80	81	1		--
Ability to resolve issues	80	83	3		--
Use of clear and concise written and verbal communication	85	85	0		--
Timely resolution of general programmatic and/or financial issues	82	83	1		--
Timeliness of the grant award notification	74	75	1		--
Availability of funds with adequate time for implementation	77	77	0		--
Transparency of how funds are distributed among grantees	73	72	-1		--
Sufficiency of information provided to keep you informed	80	82	2		--
Frequency of communication	77	79	2		--
Clarity of communication	79	83	4		--



	2022	2023	Difference	Significant Difference	Aggregate Impact
	Scores	Scores			
<b>Undergraduate International Studies and Foreign Language</b>					
Responsiveness to your questions	93	90	-3		--
Knowledge of relevant legislation, regulations, policies and procedures	92	92	0		--
Ability to resolve issues	94	93	-1		--
Use of clear and concise written and verbal communication	87	92	5		--
Timely resolution of general programmatic and/or financial issues	92	89	-3		--
Timeliness of the grant award notification	81	84	3		--
Availability of funds with adequate time for implementation	78	75	-3		--
Transparency of how funds are distributed among grantees	89	80	-9		--
Sufficiency of information provided to keep you informed	81	92	11		--
Frequency of communication	73	87	14		--
Clarity of communication	81	91	10		--
Supports instruction in fields needed to provide full understanding	96	95	-1		--
Supports work in language aspects of professional and other fields of study	93	91	-2		--
Supports research and training in international studies	94	90	-4		--
Teaching of any modern foreign language	93	91	-2		--
Instruction in fields needed to provide full understanding	96	93	-3		--
Research and training in international studies	93	92	-1		--
Language aspects of professional and other fields of study	92	92	0		--
Instruction and research on issues in world affairs	92	94	2		--
<b>National Resource Centers Program</b>					
Responsiveness to your questions	92	96	4		--
Knowledge of relevant legislation, regulations, policies and procedures	94	95	1		--
Ability to resolve issues	94	96	2		--
Use of clear and concise written and verbal communication	93	97	4		--
Timely resolution of general programmatic and/or financial issues	93	97	4		--
Timeliness of the grant award notification	51	65	14	↑	--
Availability of funds with adequate time for implementation	51	59	8		--
Transparency of how funds are distributed among grantees	64	79	15	↑	--
Sufficiency of information provided to keep you informed	86	94	8	↑	--
Frequency of communication	86	92	6		--
Clarity of communication	89	96	7	↑	--
Supports instruction in fields needed to provide full understanding	92	94	2		--
Supports work in language aspects of professional and other fields of study	93	94	1		--
Supports research and training in international studies	93	94	1		--
Teaching of any modern foreign language	91	93	2		--
Instruction in fields needed to provide full understanding	92	93	1		--
Research and training in international studies	91	93	2		--
Language aspects of professional and other fields of study	91	89	-2		--
Instruction and research on issues in world affairs	92	94	2		--



	2022	2023	Difference	Significant Difference	Aggregate Impact
	Scores	Scores			
<b>Asian American and Native American Pacific Islander Institutions Program</b>					
Responsiveness to your questions	94	88	-6		--
Knowledge of relevant legislation, regulations, policies and procedures	89	94	5		--
Ability to resolve issues	92	93	1		--
Use of clear and concise written and verbal communication	85	85	0		--
Timely resolution of general programmatic and/or financial issues	94	96	2		--
Timeliness of the grant award notification	75	79	4		--
Availability of funds with adequate time for implementation	72	85	13		--
Transparency of how funds are distributed among grantees	78	84	6		--
Sufficiency of information provided to keep you informed	86	89	3		--
Frequency of communication	88	83	-5		--
Clarity of communication	86	82	-4		--
<b>Educational Opportunity Centers (EOC)</b>					
Responsiveness to your questions	69	74	5		--
Knowledge of relevant legislation, regulations, policies and procedures	78	79	1		--
Ability to resolve issues	74	77	3		--
Use of clear and concise written and verbal communication	74	79	5		--
Timely resolution of general programmatic and/or financial issues	74	73	-1		--
Timeliness of the grant award notification	61	66	5		--
Availability of funds with adequate time for implementation	71	73	2		--
Transparency of how funds are distributed among grantees	82	75	-7	↓	--
Sufficiency of information provided to keep you informed	71	78	7		--
Frequency of communication	66	73	7		--
Clarity of communication	71	76	5		--
<b>Graduate Assistance in Areas of National Need (GAANN)</b>					
Responsiveness to your questions	82	86	4		--
Knowledge of relevant legislation, regulations, policies and procedures	85	88	3		--
Ability to resolve issues	84	87	3		--
Use of clear and concise written and verbal communication	86	87	1		--
Timely resolution of general programmatic and/or financial issues	83	88	5		--
Timeliness of the grant award notification	76	79	3		--
Availability of funds with adequate time for implementation	60	66	6		--
Transparency of how funds are distributed among grantees	82	80	-2		--
Sufficiency of information provided to keep you informed	81	81	0		--
Frequency of communication	79	78	-1		--
Clarity of communication	82	82	0		--



Grantee Satisfaction Survey	2022	2023	Difference	Significant Difference	Aggregate Impact
	Scores	Scores			
Minority Science and Engineering Improvement Program					
Responsiveness to your questions	97	95	-2		--
Knowledge of relevant legislation, regulations, policies and procedures	97	96	-1		--
Ability to resolve issues	98	95	-3		--
Use of clear and concise written and verbal communication	99	93	-6	↓	--
Timely resolution of general programmatic and/or financial issues	99	94	-5	↓	--
Timeliness of the grant award notification	92	93	1		--
Availability of funds with adequate time for implementation	96	91	-5		--
Transparency of how funds are distributed among grantees	97	89	-8	↓	--
Sufficiency of information provided to keep you informed	97	93	-4		--
Frequency of communication	98	95	-3	↓	--
Clarity of communication	99	94	-5	↓	--
Improving Basic Programs Operated by Local Educational Agencies Program					
Provides assistance that enhances capacity to implement	86	81	-5		--
Provides support that is responsive to my State's needs to implement	87	83	-4		--
Helps address implementation challenges	84	81	-3		--
Provides information about key changes to requirements	87	81	-6		--
Supporting Effective Instruction State Grants (Title II, Part A)					
Provides assistance that enhances capacity to implement	75	75	0		--
Provides support that is responsive to my State's needs to implement	74	75	1		--
Helps address implementation challenges	71	74	3		--
Provides information about key changes to requirements	75	76	1		--
Payments for Federally Connected Children (Section 7003)					
Ease of reaching person who could address concern	86	86	0		--
Ability to resolve your issue	87	87	0		--
21st Century Community Learning Centers					
Provides assistance that enhances the capacity to implement	83	84	1		--
Provides support that is timely and responsive to my State's needs to implement	81	82	1		--
Helps my State address grant implementation challenges	83	81	-2		--
Provides information about key changes to requirements	83	83	0		--
Helpfulness of information provided	85	84	-1		--
Likelihood to recommend Y4Y website	96	93	-3		--
Student Support and Academic Enrichment					
Usefulness of the Website	86	82	-4		--
Usefulness of the Portal	86	81	-5		--
Project Prevent					
Timeliness in returning phone calls and responding to emails	--	96	--		--
Effectiveness in providing technical assistance or guidance	--	95	--		--
Frequency of communication	--	93	--		--
Technical assistance - relevance and usefulness	--	92	--		--
Technical assistance - frequency of communication	--	88	--		--
Use of technology to deliver services	--	92	--		--

\* Question language updated in 2023 from "Provides information about key changes to requirements".



	2022	2023	Difference	Significant Difference	Aggregate Impact
	Scores	Scores			
<b>English Language Acquisition State Grants (Title III, Part A)</b>					
Provides assistance that enhances capacity to implement	69	71	2		--
Provides support that is responsive to my State's needs to implement	67	69	2		--
Helps address implementation challenges	68	68	0		--
* Provides information about key changes to requirements	68	75	7		--
<b>Grants for State Assessments</b>					
Provides assistance that enhances capacity to implement	80	80	0		--
Provides support that is responsive to my State's needs to implement	82	81	-1		--
Helps address implementation challenges	82	79	-3		--
Provides information about key changes to requirements	82	82	0		--
<b>Teacher and School Leader Incentive Grants (ESEA II-B-1)</b>					
Assists in understanding cost sharing requirements/sources of matching funds	--	74	--		--
Able to meet cost-sharing/matching requirements	--	94	--		--
Supports in identifying solutions to cost-sharing/matching requirements	--	75	--		--
Understand my needs as a grantee	--	68	--		--
Are responsive to my questions	--	65	--		--
Are proactive in contacting me if there is an issue with my grant	--	68	--		--
Are knowledgeable about my TSL project and its goals	--	78	--		--
Understanding of GPRA measures and associated measure definitions	--	69	--		--
Ability to collect and report accurate GPRA data	--	64	--		--
Understanding of all program requirements	85	73	-12		--
Understanding of practices and approaches used by other grantees	80	62	-18	↓	--
Connect my needs to appropriate technical assistance opportunities	--	63	--		--
Supports me with timely program implementation	--	65	--		--
Information provided about my grant program is accurate	--	93	--		--
Content related to the competition was helpful to me	--	94	--		--
Website and resources are user-friendly and easy to navigate	--	88	--		--
Pre-application webinars were helpful of the competition and application process	--	86	--		--
Assisted in improving my program planning and implementation	74	76	2		--
Provided relevant information and ideas on how to successfully implement grant	79	75	-4		--
Connected us with other experts or practitioners working on similar programs	77	67	-10		--
Provided quality content during EED Summits	78	85	7		--
Provided useful direct technical assistance	71	69	-2		--
Provided quality content on the Communities 360 platform	71	71	0		--
Provided quality of content and connections of the Communities of Practice	74	75	1		--
Provided strategies for sustaining successful project activities	--	71	--		--
Interactive logic model useful resource for supporting implementation of grant	--	70	--		--
Project plans available online are a useful resource	--	77	--		--
Budget resources available online are a useful resource	--	76	--		--
What Works Clearinghouse available online is a useful resource	--	74	--		--
Calendar of events is useful to understand grants schedule and EED activities	--	68	--		--



	2022	2023	Difference	Significant Difference	Aggregate Impact
	Scores	Scores			
<b>Charter Schools Program (CSP) Grants to State Entities</b>					
Dissemination of resources and opportunities the CSP provides	63	67	4		--
Comms and info accessible and provided in timely manner	54	50	-4		--
Technical assistance receive on project implementation and budget questions	64	63	-1		--
Assistance gives opportunity to give staff an understanding of your project	62	65	3		--
Guidance CSP provides on Federal grant compliance	57	59	2		--
<b>Comprehensive Literacy State Development</b>					
CLSD provides effective-timely TA/outreach useful for grant activities	75	82	7		--
My ED program officer is responsive when I reach out with questions or concerns	67	83	16		--
My ED program officer communicates in a clear and concise manner	73	81	8		--
My ED program officer cares about me, my program, and my success	72	88	16		--
CLSD beneficial in improving literacy needs and would recommend	93	91	-2		--
I find the Knowledge Management System (KMS) easy to use	82	85	3		--
I find the reporting requirements for CLSD to be appropriate	81	85	4		--
The KMS is useful to me beyond submitting required ED reports	72	81	9		--
My TA Liaison offers robust support in achieving our project goals	92	88	-4		--
<b>Replication and Expansion of High-Quality Charter Schools</b>					
Dissemination of resources and opportunities the CSP provides	71	69	-2		--
Comms and info accessible and provided in timely manner	67	61	-6		--
Technical assistance receive on project implementation and budget questions	56	70	14		--
Assistance gives opportunity to give staff an understanding of your project	64	70	6		--
Guidance CSP provides on Federal grant compliance	60	72	12		--
<b>Education Innovation and Research Programs</b>					
Assistance in improving your evaluation planning and implementation	91	89	-2		--
Customized feedback tailored to my grant's unique challenges and opportunities	91	89	-2		--
Connecting with other experts or practitioners working on similar evaluations	84	79	-5		--
Assistance in improving project implementation and EIR requirements (AnLar)	81	78	-3		--
Connecting with other experts or practitioners working on similar projects	83	77	-6		--
<b>Magnet Schools Assistance Program</b>					
Program Officer's knowledge of project and ability to meet your specific needs	93	93	0		--
Content knowledge of your Program Officer in supporting your program's success	90	92	2		--
MSAP Technical Assistance Center	95	89	-6		--
<b>Indian Education Formula Grants to Local Education Agencies Program</b>					
Timeliness of staff	90	86	-4		--
Quality of support	88	87	-1		--
Comprehensiveness of documents	88	84	-4		--
Ease of using EASIE system	86	82	-4		--
Quality of training via webinars	85	82	-3		--



	2022 Scores	2023 Scores	Difference	Significant Difference	Aggregate Impact
<b>Education for Homeless Children and Youth Program</b>					
Responsiveness in answering questions - Tech Assistance Center (NCHE)	95	87	-8	↓	--
Guidance provided in responses to questions - Tech Assistance Center (NCHE)	96	88	-8	↓	--
Meeting program compliance requirements - US Department of Education	85	85	0		--
Assisting you to impact performance results - US Department of Education	84	82	-2		--
Support quality for collecting/submitting data - U.S. Department of Education	85	86	1		--
Meeting program compliance requirements - Tech Assistance Center (NCHE)	93	87	-6	↓	--
Assisting you to impact performance results - Tech Assistance Center (NCHE)	93	86	-7	↓	--
Support quality for collecting/submitting data - Tech Assistance Center (NCHE)	93	91	-2		--
<b>REAP-Small, Rural School Achievement (SRSA) Program</b>					
Email announcements from REAP	91	88	-3		--
Newsletter	52	56	4		--
U.S. Department of Education website	44	53	9		--
State educational agencies	70	69	-1		--
Community organizations	32	41	9		--
Social Media	27	37	10		--
Clarity of instructions for accessing and completing the application	90	84	-6	↓	--
Ease of accessing the application using the unique link in the invitation email	90	84	-6	↓	--
Navigating the application on the MAX.gov survey tool	88	81	-7	↓	--
Preparing and completing the information requested on the application	89	84	-5		--
Ease of submitting the application	90	85	-5		--
Utilizing the confirmation email	90	86	-4		--
<b>Promise Neighborhoods</b>					
ED Program Contacts quality of assistance	94	81	-13		--
Urban Institute's Needs Assessment Quality	78	78	0		--
Urban Institute's other services	70	79	9		--
SCORECARD system	67	68	1		--



	2022 Scores	2023 Scores	Difference	Significant Difference	Aggregate Impact
<b>Supporting Effective Educator Development Program</b>					
Assists in understanding cost sharing requirements/sources of matching funds	--	81	--		--
Able to meet cost-sharing/matching requirements	--	94	--		--
Supports in identifying solutions to cost-sharing/matching requirements	--	93	--		--
Understand my needs as a grantee	--	83	--		--
Are responsive to my questions	--	86	--		--
Are proactive in contacting me if there is an issue with my grant	--	86	--		--
Are knowledgeable about my SEED project and its goals	--	84	--		--
Understanding of GPRA measures and associated measure definitions	78	82	4		--
Ability to collect and report accurate GPRA data	75	81	6		--
Understanding of all program requirements	78	88	10		--
Understanding of practices and approaches used by other grantees	68	81	13	↑	--
Connect my needs to appropriate technical assistance opportunities	--	83	--		--
Supports me with timely program implementation	--	86	--		--
Information provided about my grant program is accurate	--	92	--		--
Content related to the competition was helpful to me	--	91	--		--
Website and resources are user-friendly and easy to navigate	--	84	--		--
Pre-application webinars were helpful of the competition and application process	--	87	--		--
Assisted in improving my program planning and implementation	59	70	11		--
Provided relevant information and ideas on how to successfully implement grant	60	70	10		--
Connected us with other experts or practitioners working on similar programs	69	71	2		--
Provided quality content during EED Summits	70	79	9		--
Provided useful direct technical assistance	67	77	10		--
Provided quality content on the Communities 360 platform	64	71	7		--
Provided quality of content and connections of the Communities of Practice	59	74	15		--
Provided strategies for sustaining successful project activities	--	74	--		--
Interactive logic model useful resource for supporting implementation of grant	--	69	--		--
Project plans available online are a useful resource	--	75	--		--
Budget resources available online are a useful resource	--	69	--		--
What Works Clearinghouse available online is a useful resource	--	73	--		--
Calendar of events is useful to understand grants schedule and EED activities	--	77	--		--
<b>Demonstration Grants for Indian Children/Special Projects for Indian Children</b>					
Usefulness and relevance of webinar-based technical assistance	88	86	-2		--
Usefulness and relevance of technical assistance resources on the OIE web site	85	81	-4		--
Quality of support and technical assistance in meeting performance goals	--	85	--		--
Quality of support provided for collecting and submitting quality data	--	82	--		--





2022	2023	Difference	Significant Difference	Aggregate Impact
Scores	Scores			

Neglected and Delinquent State and Local Agency Programs					
Sufficiency of the guidance provided in responses to questions	60	73	13		--
Responsiveness in answering questions - Tech Assistance Center (NDTAC)	61	75	14		--
Meeting program compliance requirements - US Department of Education	72	67	-5		--
Assisting you to impact performance results - US Department of Education	68	69	1		--
Support quality for collecting/submitting data - US Department of Education	67	69	2		--
Meeting program compliance requirements - Tech Assistance Center (NDTAC)	42	65	23	↑	--
Assisting to impact performance results - Tech Assistance Center (NDTAC)	41	63	22	↑	--
Support quality for collecting/submitting data - Tech Assistance Center (NDTAC)	39	63	24	↑	--



2022	2023	Difference	Significant Difference	Aggregate Impact
Scores	Scores			

<b>Teacher Quality Partnership Program</b>					
Assists in understanding cost sharing requirements/sources of matching funds	--	68	--		--
Able to meet cost-sharing/matching requirements	--	88	--		--
Supports in identifying solutions to cost-sharing/matching requirements	--	61	--		--
Understand my needs as a grantee	--	72	--		--
Are responsive to my questions	--	77	--		--
Are proactive in contacting me if there is an issue with my grant	--	74	--		--
Are knowledgeable about my TQP project and its goals	--	71	--		--
Understanding of GPRA measures and associated measure definitions	87	78	-9	↓	--
Ability to collect and report accurate GPRA data	86	77	-9	↓	--
Understanding of all program requirements	86	77	-9	↓	--
Understanding of practices and approaches used by other grantees	87	75	-12	↓	--
Connect my needs to appropriate technical assistance opportunities	--	68	--		--
Supports me with timely program implementation	--	68	--		--
Information provided about my grant program is accurate	--	87	--		--
Content related to the competition was helpful to me	--	87	--		--
Website and resources are user-friendly and easy to navigate	--	80	--		--
Pre-application webinars were helpful of the competition and application process	--	84	--		--
Assisted in improving my program planning and implementation	74	75	1		--
Provided relevant information and ideas on how to successfully implement grant	78	73	-5		--
Connected us with other experts or practitioners working on similar programs	77	66	-11		--
Provided quality content during EED Summits	75	83	8		--
Provided useful direct technical assistance	66	71	5		--
Provided quality content on the Communities 360 platform	65	66	1		--
Provided quality of content and connections of the Communities of Practice	73	70	-3		--
Provided strategies for sustaining successful project activities	--	65	--		--
Interactive logic model useful resource for supporting implementation of grant	--	64	--		--
Project plans available online are a useful resource	--	65	--		--
Budget resources available online are a useful resource	--	64	--		--
What Works Clearinghouse available online is a useful resource	--	71	--		--
Calendar of events is useful to understand grants schedule and EED activities	--	64	--		--
<b>School Climate Transformation Grants (LEAs) Program</b>					
Helpfulness of technical assistance	87	85	-2		--



2022	2023	Difference	Significant Difference	Aggregate Impact
Scores	Scores			

<b>Native Hawaiian Education Act Program/Education of Native Hawaiian</b>					
Helpfulness of NHE staff technical assistance	90	92	2		--
Program Purpose	90	91	1		--
Program Priorities	92	91	-1		--
Selection Criteria	89	87	-2		--
Application Review Information	86	88	2		--
Budget Information and Forms	88	91	3		--
Deadline for Submission	92	93	1		--
Range of Awards	92	91	-1		--
Recommended Page Limit Instructions	92	92	0		--
Formatting Instructions	88	92	4		--
Program Contact	95	93	-2		--
Helpfulness of NHE website info	79	84	5		--
<b>Alaska Native Education Program</b>					
Helpfulness of technical assistance from ANE staff	80	78	-2		--
Program purpose	85	87	2		--
Program priorities	83	87	4		--
Selection criteria	81	86	5		--
Application review information	81	86	5		--
Budget information and forms	81	86	5		--
Deadline for submission	89	89	0		--
Range of awards	87	85	-2		--
Page limitation instructions	86	87	1		--
Formatting instructions	82	85	3		--
Program contact	83	87	4		--
Helpfulness of ANE website information	78	72	-6		--
<b>Innovative Approaches to Literacy Program</b>					
Ability to work with you to resolve issues	91	91	0		--
Quality of information or feedback received from IAL program staff	91	91	0		--
Overall satisfaction with service provided by the representative	91	92	1		--
Helpfulness of performance reporting	83	92	9	↑	--
<b>High School Equivalency Program - Migrant Education</b>					
Accessibility and responsiveness of program staff	93	94	1		--
Timely resolution of questions by program staff	90	92	2		--
Clarity of information provided by program staff	92	90	-2		--
Usefulness and relevance of technical assistance strategies	92	90	-2		--
Usefulness of updated technical assistance resources pages on HEP.ed.gov	91	87	-4		--
<b>College Assistance Migrant Program</b>					
Accessibility and responsiveness of program staff	94	96	2		--
Timely resolution of questions by program staff	93	95	2		--
Clarity of information provided by program staff	91	93	2		--
Usefulness and relevance of the strategies for technical assistance	92	92	0		--
Usefulness of updated technical assistance resources pages on CAMP.ed.gov	88	86	-2		--



	2022	2023	Difference	Significant Difference	Aggregate Impact
	Scores	Scores			
<b>Full-Service Community Schools (ESEA IV-F-2, section 4625)</b>					
ED Program Contacts quality of assistance	70	88	18		--
<b>Charter School Programs Credit Enhancement Grants</b>					
CSPs annual meetings	--	60	--		--
Overall communication and information sharing	--	69	--		--
Technical assistance receive from program staff	--	74	--		--
Technical assistance receive from contractors	--	65	--		--
Opportunity to provide understanding of project during quarterly calls	--	69	--		--
Information and support provided prior to virtual monitoring	--	67	--		--
<b>Assistance for Arts Education Development and Dissemination Program</b>					
Ability to work with you to resolve issues	--	82	--		--
Quality of information or feedback received from program officer	--	80	--		--
Overall satisfaction with service provided by program officer	--	80	--		--
Helpfulness of info/guidance provided on performance reporting	--	81	--		--
Helpfulness of info/guidance provided during Dec TA Webinar on Prior Approvals	--	85	--		--
<b>American Rescue Plan Emergency Assistance to Non-Public Schools (ARP EANS)</b>					
Ability to resolve issues	66	79	13		--
Ability to listen to, accept and act upon your feedback	72	82	10		--
Ability to assist you in defining your needs and requests	68	80	12		--
Use of clear and concise written and verbal communication	68	79	11		--
Helpfulness connecting you to resources and relationships to implement grant	59	79	20	↑	--
<b>Elementary and Secondary School Emergency Relief Fund</b>					
Ability to resolve issues	68	78	10		--
Ability to listen to, accept and act upon your feedback	72	85	13	↑	--
Ability to assist you in defining your needs and requests	70	80	10		--
Use of clear and concise written and verbal communication	71	79	8		--
Helpfulness connecting you to resources and relationships to implement grant	72	79	7		--



## Dept of Ed GSS – Aggregate (2022 v 2023) Demographic Table

Program	2022		2023	
	Percent	Frequency	Percent	Frequency
Native American and Alaska Native Children in School Program	0%	10	1%	16
National Professional Development Program	2%	48	2%	70
Adult Education and Family Literacy Act (AEFLA) Program	1%	27	1%	42
Carl D. Perkins Career and Technical Education State Directors	1%	29	1%	29
Native Hawaiian Career and Technical Education Program	0%	3	0%	4
Native American Career and Technical Education Program	1%	27	1%	30
IDEA – State Directors of Special Education (Part B) Program	1%	27	0%	11
IDEA – Part C Infants and Toddlers with Disabilities Program	1%	27	1%	20
RSA Vocational Rehabilitation Program	1%	28	1%	34
Rehabilitation Long-Term Training Program	1%	30	1%	25
IDEA National Centers Program	0%	3	1%	16
State Personnel Development Grants	1%	25	1%	19
Independent Living Services for Older Individuals Who Are Blind (IL-OIB)	1%	13	1%	35
Strengthening Institutions Program	3%	78	3%	93
Group Projects Abroad Program	0%	0	0%	10
Tribally Controlled Colleges and Universities (TCCU)-Part A Program	0%	0	1%	15
Ronald E. McNair Post-Baccalaureate Achievement Program	0%	0	3%	93
Centers of Excellence for Veterans Student Success (CEVSS)	1%	19	1%	21
Doctoral Dissertation Research Abroad (DDRA)	1%	25	1%	18
Training Program for Federal TRIO Programs	0%	0	0%	2
Upward Bound	0%	0	3%	82
Foreign Language and Area Studies Fellowships (FLAS)	2%	41	1%	34
Talent Search	6%	126	4%	117
Predominantly Black Institutions (PBI) Competitive	0%	8	0%	14
Upward Bound Math and Science	0%	0	2%	69
Strengthening Historically Black Colleges and Universities (HBCU) Program	2%	35	1%	32
Veterans Upward Bound	0%	0	1%	28
Student Support Services	5%	105	3%	93
GEAR UP - Historical	3%	64	4%	104
Undergraduate International Studies and Foreign Language	1%	12	1%	33
National Resource Centers Program	2%	35	1%	43
Asian American and Native American Pacific Islander Institutions Program	1%	13	0%	13
Educational Opportunity Centers (EOC)	3%	69	3%	80
Graduate Assistance in Areas of National Need (GAANN)	2%	55	2%	61
Minority Science and Engineering Improvement Program	2%	40	1%	32
Improving Basic Programs Operated by Local Educational Agencies Program	2%	42	1%	39
Supporting Effective Instruction State Grants (Title II, Part A)	2%	38	1%	37
Payments for Federally Connected Children (Section 7003)	4%	98	4%	114
21st Century Community Learning Centers	2%	41	1%	42
Student Support and Academic Enrichment	2%	41	2%	46
Project Prevent	0%	0	0%	11
English Language Acquisition State Grants (Title III, Part A)	2%	40	2%	46
Migrant Education Programs (Title I, Part C)	1%	27	1%	38
Grants for State Assessments	1%	32	1%	35
Teacher and School Leader Incentive Grants (ESEA II-B-1)	1%	25	1%	23
Charter Schools Program (CSP) Grants to State Entities	1%	23	1%	21
Comprehensive Literacy State Development	1%	21	1%	18
Replication and Expansion of High-Quality Charter Schools	1%	19	1%	17



	2022		2023	
	Percent	Frequency	Percent	Frequency
Education Innovation and Research Programs	3%	77	4%	104
Magnet Schools Assistance Program	1%	22	1%	30
Indian Education Formula Grants to Local Education Agencies Program	2%	51	3%	87
Education for Homeless Children and Youth Program	1%	24	2%	45
REAP-Rural and Low Income School (RLIS) Program	2%	39	1%	28
REAP-Small, Rural School Achievement (SRSA) Program	3%	63	2%	73
Promise Neighborhoods	1%	16	0%	14
Supporting Effective Educator Development Program	1%	15	1%	20
Payments for Federal Property (Section 7002)	4%	93	3%	92
Demonstration Grants for Indian Children/Special Projects for Indian Children	1%	34	2%	48
Neglected and Delinquent State and Local Agency Programs	1%	33	1%	37
Teacher Quality Partnership Program	1%	24	1%	29
School Climate Transformation Grants (LEAs) Program	2%	44	1%	42
Native Hawaiian Education Act Program/Education of Native Hawaiian	2%	39	1%	44
Alaska Native Education Program	1%	29	1%	42
Innovative Approaches to Literacy Program	1%	33	1%	31
High School Equivalency Program - Migrant Education	2%	40	2%	48
College Assistance Migrant Program	2%	44	2%	47
Full-Service Community Schools (ESEA IV-F-2, section 4625)	1%	22	1%	37
Charter School Programs Credit Enhancement Grants	0%	0	0%	8
Assistance for Arts Education Development and Dissemination Program	1%	17	1%	17
American Rescue Plan Emergency Assistance to Non-Public Schools (ARP EANS)	1%	14	1%	28
Elementary and Secondary School Emergency Relief Fund	1%	26	1%	22
School Based Mental Health Grant Program	0%	0	2%	55
Mental Health Demonstration Grants Program	0%	0	0%	12
<b>Number of Respondents</b>	<b>2,268</b>		<b>2,965</b>	

<b>Formula vs Discretionary</b>				
Formula	37%	919	35%	1,042
Discretionary	63%	1,583	65%	1,923
<b>Number of Respondents</b>	<b>2,502</b>		<b>2,965</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	44%	1,113	42%	1,238
Agree	47%	1,172	48%	1,424
Disagree	6%	142	6%	183
Strongly disagree	1%	37	2%	61
Does not apply	2%	38	2%	59
<b>Number of Respondents</b>	<b>2,502</b>		<b>2,965</b>	

<b>Job role</b>				
Project/State Director	71%	1,770	66%	1,964
School Officer	2%	40	1%	23
Grant Coordinator	13%	324	11%	323
Superintendent	4%	105	4%	119
Business Manager	3%	87	3%	103
President	0%	0	0%	9
Administrator	0%	0	8%	240
Other	7%	176	6%	184
<b>Number of Respondents</b>	<b>2,502</b>		<b>2,965</b>	



	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Length of time in role</b>				
Less than one year	16%	392	14%	414
Between 1 - 3 years	32%	798	31%	916
Between 4 - 10 years	31%	782	32%	954
More than 10 years	21%	530	23%	681
<b>Number of Respondents</b>	<b>2,502</b>		<b>2,965</b>	



## 21st Century Community Learning Centers Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>41</b>	<b>37</b>	<b>42</b>	<b>49</b>	<b>44</b>	<b>41</b>	<b>42</b>
<b>ED Staff/Coordination</b>	<b>82</b>	<b>78</b>	<b>85</b>	<b>87</b>	<b>87</b>	<b>87</b>	<b>88</b>
Knowledge of relevant legislation, regulations, policies, and procedures	83	83	84	91	90	87	89
Responsiveness to your questions	78	77	83	83	84	86	87
Professionalism	--	--	--	95	93	95	94
Sufficiency of legal guidance in responses	81	76	83	80	83	85	87
Communication about changes that may affect your program	--	--	--	81	86	84	86
Consistency of responses with ED staff from different program offices	84	78	86	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	84	82	84	87	85	85	81
<b>Online Resources</b>	<b>70</b>	<b>74</b>	<b>69</b>	<b>71</b>	<b>73</b>	<b>73</b>	<b>73</b>
Ability to find specific information	71	69	69	72	74	72	73
Quality of content	--	--	--	71	74	71	73
Ability to accomplish what you want on the site	69	70	67	70	71	73	70
Accuracy of search results	--	--	--	74	74	75	72
Ability to navigate within the site	70	76	70	73	74	77	74
Look and feel/Visual appearance	--	--	--	74	73	75	75
<b>Documents</b>	<b>70</b>	<b>73</b>	<b>79</b>	<b>79</b>	<b>82</b>	<b>77</b>	<b>78</b>
Clarity	71	74	80	80	84	78	78
Organization of information	73	76	82	83	84	79	79
Sufficiency of detail to meet your program needs	67	72	77	77	81	76	75
Relevance to your areas of need	72	76	83	80	83	78	80
Comprehensiveness in addressing the scope of issues that you face	68	69	74	77	80	74	76
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>81</b>	<b>81</b>	<b>72</b>	<b>75</b>
Clarity of reporting requirements	--	--	--	84	81	74	80
Ease of obtaining data you are required to report	--	--	--	77	76	62	62
Ease of submitting report(s) electronically	--	--	--	84	82	77	79
Availability of assistance in completing your report(s)	--	--	--	87	85	78	81
Usefulness of the data to help you improve your grant program/project	--	--	--	74	76	68	69
Your understanding of how ED uses your data	--	--	--	81	86	76	75
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>85</b>	<b>83</b>	<b>82</b>	<b>82</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	89	85	82	85
Enhancing staff skills needed for successful program management	--	--	--	85	82	82	83
Using evidence-based practices in implementing program activities	--	--	--	83	82	81	79
Assistance with developing resource materials for use in the program	--	--	--	81	77	81	77
Creating opportunities to share best practices via learning groups	--	--	--	85	88	85	84
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	88	90	91	88
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--





	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	<b>67</b>	<b>68</b>	<b>74</b>	<b>80</b>	<b>82</b>	<b>77</b>	<b>76</b>
How satisfied are you with ED's products and services	73	74	80	86	86	82	81
How well ED's products and services meet expectations	63	64	74	77	79	74	73
How well ED compares with ideal products and services	64	66	68	75	79	74	73
<b>Trust</b>	<b>--</b>	<b>--</b>	<b>80</b>	<b>91</b>	<b>90</b>	<b>86</b>	<b>85</b>
Level of trust in office to meet your organization's needs	--	--	80	91	90	86	85
<b>21st Century Community Learning Centers</b>							
Provides assistance that enhances the capacity to implement	--	--	80	85	82	83	84
Provides support that is timely and responsive to my State's needs to implement	--	--	77	86	84	81	82
Helps my State address grant implementation challenges	--	--	--	85	85	83	81
Provides information about key changes to requirements	--	--	--	85	85	83	83
Helpfulness of information provided	84	88	85	89	85	85	84
Likelihood to recommend Y4Y website	89	92	91	96	95	96	93



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	63%	26	38%	16
Did not receive	37%	15	62%	26
Number of Respondents	41		42	
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	34%	14	40%	17
Agree	59%	24	52%	22
Disagree	7%	3	2%	1
Strongly disagree	0%	0	2%	1
Does not apply	0%	0	2%	1
Number of Respondents	41		42	
Job role				
Project/State Director	93%	38	93%	39
School Officer	0%	0	0%	0
Grant Coordinator	2%	1	2%	1
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	0%	0
Other	5%	2	5%	2
Number of Respondents	41		42	
Length of time in role				
Less than one year	7%	3	14%	6
Between 1 - 3 years	20%	8	19%	8
Between 4 - 10 years	51%	21	40%	17
More than 10 years	22%	9	26%	11
Number of Respondents	41		42	



## Adult Education and Family Literacy Act (AEFLA) Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>31</b>	<b>42</b>	<b>34</b>	<b>41</b>	<b>43</b>	<b>27</b>	<b>42</b>
<b>ED Staff/Coordination</b>	<b>84</b>	<b>89</b>	<b>85</b>	<b>91</b>	<b>91</b>	<b>83</b>	<b>83</b>
Knowledge of relevant legislation, regulations, policies, and procedures	86	91	89	93	92	90	85
Responsiveness to your questions	85	91	89	93	93	82	83
Professionalism	--	--	--	97	98	96	92
Sufficiency of legal guidance in responses	81	86	84	87	87	80	78
Communication about changes that may affect your program	--	--	--	91	90	79	81
Consistency of responses with ED staff from different program offices	83	87	83	90	89	84	--
Collaboration with other ED programs or offices in providing relevant services	81	87	81	88	87	75	77
<b>Online Resources</b>	<b>74</b>	<b>75</b>	<b>68</b>	<b>72</b>	<b>78</b>	<b>79</b>	<b>73</b>
Ability to find specific information	69	69	67	69	75	77	72
Quality of content	--	--	--	78	84	80	75
Ability to accomplish what you want on the site	72	75	67	71	77	77	73
Accuracy of search results	--	--	--	73	75	77	72
Ability to navigate within the site	72	73	67	71	78	80	73
Look and feel/Visual appearance	--	--	--	69	79	80	74
<b>Documents</b>	<b>80</b>	<b>83</b>	<b>83</b>	<b>86</b>	<b>87</b>	<b>82</b>	<b>80</b>
Clarity	80	84	84	86	87	84	80
Organization of information	84	84	85	89	89	85	83
Sufficiency of detail to meet your program needs	75	81	81	83	86	79	77
Relevance to your areas of need	86	87	85	88	88	85	84
Comprehensiveness in addressing the scope of issues that you face	76	78	81	82	83	77	77
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>82</b>	<b>80</b>	<b>79</b>	<b>82</b>
Clarity of reporting requirements	--	--	--	85	81	79	82
Ease of obtaining data you are required to report	--	--	--	69	72	69	79
Ease of submitting report(s) electronically	--	--	--	89	88	84	87
Availability of assistance in completing your report(s)	--	--	--	90	86	82	88
Usefulness of the data to help you improve your grant program/project	--	--	--	80	80	79	82
Your understanding of how ED uses your data	--	--	--	78	75	78	75
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>83</b>	<b>84</b>	<b>75</b>	<b>75</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	89	88	82	82
Enhancing staff skills needed for successful program management	--	--	--	82	84	72	76
Using evidence-based practices in implementing program activities	--	--	--	81	84	77	73
Assistance with developing resource materials for use in the program	--	--	--	79	80	72	71
Creating opportunities to share best practices via learning groups	--	--	--	80	83	70	73
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	85	83	83	83
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	<b>72</b>	<b>75</b>	<b>76</b>	<b>81</b>	<b>83</b>	<b>77</b>	<b>72</b>
How satisfied are you with ED's products and services	79	81	83	86	89	85	79
How well ED's products and services meet expectations	69	74	74	79	79	73	70
How well ED compares with ideal products and services	68	71	72	76	80	70	67
<b>Trust</b>	<b>--</b>	<b>--</b>	<b>93</b>	<b>88</b>	<b>93</b>	<b>84</b>	<b>83</b>
Level of trust in office to meet your organization's needs	--	--	93	88	93	84	83
<b>Adult Education and Family Literacy Act (AEFLA) Program</b>							
Ease of reporting using the NRS web-based system	80	80	76	83	85	81	82
Usefulness of the training offered by OCTAE through its contract to support NRS	78	80	79	81	85	80	79
Efficiency and overall organization of the review(s)	82	--	84	88	88	74	83
Quality of pre-planning guidance received	83	--	90	88	85	80	84
Clarity of expectations for the review	85	--	84	89	88	80	82
Timeliness	87	90	88	90	94	78	79
Relevance of information	89	88	87	87	92	87	88
Usefulness to your program	87	88	87	87	91	84	88
Usefulness of products helping your state meet AEFLA program priorities	80	83	83	83	87	75	78
How well TA addresses your program priorities and needs	76	78	--	82	82	74	79
Website - Ability to find specific information	--	--	--	--	82	81	78
Website - Quality of content	--	--	--	--	87	83	78
Website - Ability to accomplish what you want on the site	--	--	--	--	82	79	77
Website - Accuracy of search results	--	--	--	--	82	75	77
Website - Ability to navigate within the site	--	--	--	--	83	81	80
Website - Look and feel/Visual appearance	--	--	--	--	86	84	80



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	15%	4	14%	6
Did not receive	85%	23	86%	36
<b>Number of Respondents</b>	<b>27</b>		<b>42</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	44%	12	38%	16
Agree	52%	14	52%	22
Disagree	4%	1	10%	4
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
<b>Number of Respondents</b>	<b>27</b>		<b>42</b>	

<b>Job role</b>				
Project/State Director	96%	26	98%	41
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	0%	0
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	0%	0
Other	4%	1	2%	1
<b>Number of Respondents</b>	<b>27</b>		<b>42</b>	

<b>Length of time in role</b>				
Less than one year	15%	4	14%	6
Between 1 - 3 years	41%	11	36%	15
Between 4 - 10 years	37%	10	38%	16
More than 10 years	7%	2	12%	5
<b>Number of Respondents</b>	<b>27</b>		<b>42</b>	



## Alaska Native Education Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>25</b>	<b>28</b>	<b>0</b>	<b>32</b>	<b>31</b>	<b>29</b>	<b>42</b>
<b>ED Staff/Coordination</b>	<b>74</b>	<b>79</b>	<b>--</b>	<b>84</b>	<b>89</b>	<b>86</b>	<b>81</b>
Knowledge of relevant legislation, regulations, policies, and procedures	78	85	--	91	92	87	86
Responsiveness to your questions	67	72	--	74	81	81	74
Professionalism	--	--	--	92	93	91	90
Sufficiency of legal guidance in responses	80	82	--	86	88	86	80
Communication about changes that may affect your program	--	--	--	81	89	85	79
Consistency of responses with ED staff from different program offices	62	82	--	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	73	79	--	77	88	82	76
<b>Online Resources</b>	<b>67</b>	<b>69</b>	<b>--</b>	<b>72</b>	<b>76</b>	<b>72</b>	<b>70</b>
Ability to find specific information	69	69	--	76	75	71	66
Quality of content	--	--	--	74	77	75	69
Ability to accomplish what you want on the site	69	70	--	72	75	72	70
Accuracy of search results	--	--	--	76	81	73	70
Ability to navigate within the site	67	69	--	69	75	72	71
Look and feel/Visual appearance	--	--	--	71	72	70	74
<b>Documents</b>	<b>69</b>	<b>81</b>	<b>--</b>	<b>75</b>	<b>81</b>	<b>80</b>	<b>77</b>
Clarity	69	80	--	74	81	81	76
Organization of information	71	81	--	76	82	79	78
Sufficiency of detail to meet your program needs	68	81	--	75	82	79	78
Relevance to your areas of need	72	82	--	75	78	81	77
Comprehensiveness in addressing the scope of issues that you face	65	79	--	74	79	82	76
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>73</b>	<b>76</b>	<b>73</b>	<b>75</b>
Clarity of reporting requirements	--	--	--	75	78	77	79
Ease of obtaining data you are required to report	--	--	--	77	78	75	74
Ease of submitting report(s) electronically	--	--	--	69	70	71	76
Availability of assistance in completing your report(s)	--	--	--	76	82	71	81
Usefulness of the data to help you improve your grant program/project	--	--	--	73	77	76	77
Your understanding of how ED uses your data	--	--	--	66	68	66	59
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>77</b>	<b>75</b>	<b>73</b>	<b>66</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	84	79	75	75
Enhancing staff skills needed for successful program management	--	--	--	80	75	75	68
Using evidence-based practices in implementing program activities	--	--	--	79	77	77	67
Assistance with developing resource materials for use in the program	--	--	--	80	74	72	61
Creating opportunities to share best practices via learning groups	--	--	--	76	69	67	60
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	100	96	89	90
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	<b>64</b>	<b>75</b>	<b>--</b>	<b>72</b>	<b>81</b>	<b>77</b>	<b>73</b>
How satisfied are you with ED's products and services	68	79	--	78	87	81	78
How well ED's products and services meet expectations	60	74	--	71	78	77	72
How well ED compares with ideal products and services	63	71	--	66	75	71	69
<b>Trust</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>82</b>	<b>91</b>	<b>88</b>	<b>82</b>
Level of trust in office to meet your organization's needs	--	--	--	82	91	88	82
<b>Alaska Native Education Program</b>							
Helpfulness of technical assistance from ANE staff	--	--	--	--	--	80	78
Program purpose	82	89	--	84	88	85	87
Program priorities	80	88	--	85	87	83	87
Selection criteria	80	89	--	85	88	81	86
Application review information	--	--	--	--	--	81	86
Budget information and forms	83	88	--	86	88	81	86
Deadline for submission	85	89	--	88	92	89	89
Range of awards	--	--	--	--	--	87	85
Page limitation instructions	82	90	--	88	89	86	87
Formatting instructions	80	90	--	88	88	82	85
Program contact	84	90	--	87	90	83	87
Helpfulness of ANE website information	66	71	--	67	76	78	72



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	14%	4	21%	9
Did not receive	86%	25	79%	33
<b>Number of Respondents</b>		<b>29</b>		<b>42</b>

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	52%	15	45%	19
Agree	48%	14	40%	17
Disagree	0%	0	10%	4
Strongly disagree	0%	0	5%	2
Does not apply	0%	0	0%	0
<b>Number of Respondents</b>		<b>29</b>		<b>42</b>

<b>Job role</b>				
Project/State Director	62%	18	55%	23
School Officer	0%	0	0%	0
Grant Coordinator	24%	7	21%	9
Superintendent	0%	0	2%	1
Business Manager	0%	0	0%	0
President	0%	0	5%	2
Administrator	0%	0	5%	2
Other	14%	4	12%	5
<b>Number of Respondents</b>		<b>29</b>		<b>42</b>

<b>Length of time in role</b>				
Less than one year	34%	10	33%	14
Between 1 - 3 years	38%	11	36%	15
Between 4 - 10 years	21%	6	19%	8
More than 10 years	7%	2	12%	5
<b>Number of Respondents</b>		<b>29</b>		<b>42</b>

<b>Staff initiated tech assistance during past 6 months - ANE</b>				
Initiated	52%	15	43%	18
Did not initiate	48%	14	57%	24
<b>Number of Respondents</b>		<b>29</b>		<b>42</b>

<b>How technical assistance occurred - ANE~</b>				
ANE Webinar	60%	9	78%	14
ANE Website	33%	5	28%	5
Conference call with ANE staff	87%	13	67%	12
Email communication with ANE staff	73%	11	89%	16
<b>Number of Respondents</b>		<b>15</b>		<b>18</b>

<b>TA most helpful - ANE~</b>				
Written guidance	41%	12	38%	16
Email communication	66%	19	83%	35
Annual meetings/conferences	52%	15	45%	19
Webinars	69%	20	57%	24
Videoconferences	52%	15	43%	18
Other	7%	2	14%	6
<b>Number of Respondents</b>		<b>29</b>		<b>42</b>





## American Rescue Plan Emergency Assistance to Non-Public Schools (ARP EANS)

### Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>28</b>
<b>ED Staff/Coordination</b>	--	--	--	--	--	<b>67</b>	<b>79</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	--	--	67	79
Responsiveness to your questions	--	--	--	--	--	65	77
Professionalism	--	--	--	--	--	83	91
Sufficiency of legal guidance in responses	--	--	--	--	--	58	72
Communication about changes that may affect your program	--	--	--	--	--	62	77
Consistency of responses with ED staff from different program offices	--	--	--	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	--	--	--	--	68	71
<b>Online Resources</b>	--	--	--	--	--	<b>65</b>	<b>74</b>
Ability to find specific information	--	--	--	--	--	67	74
Quality of content	--	--	--	--	--	67	77
Ability to accomplish what you want on the site	--	--	--	--	--	63	73
Accuracy of search results	--	--	--	--	--	67	70
Ability to navigate within the site	--	--	--	--	--	67	71
Look and feel/Visual appearance	--	--	--	--	--	64	78
<b>Documents</b>	--	--	--	--	--	<b>64</b>	<b>75</b>
Clarity	--	--	--	--	--	65	75
Organization of information	--	--	--	--	--	71	79
Sufficiency of detail to meet your program needs	--	--	--	--	--	59	73
Relevance to your areas of need	--	--	--	--	--	71	77
Comprehensiveness in addressing the scope of issues that you face	--	--	--	--	--	56	70
<b>Grant Performance Reporting Requirements</b>	--	--	--	--	--	<b>55</b>	<b>56</b>
Clarity of reporting requirements	--	--	--	--	--	56	60
Ease of obtaining data you are required to report	--	--	--	--	--	52	51
Ease of submitting report(s) electronically	--	--	--	--	--	65	69
Availability of assistance in completing your report(s)	--	--	--	--	--	60	61
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	44	43
Your understanding of how ED uses your data	--	--	--	--	--	46	46
<b>Technical Assistance</b>	--	--	--	--	--	<b>56</b>	<b>64</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	63	71
Enhancing staff skills needed for successful program management	--	--	--	--	--	58	63
Using evidence-based practices in implementing program activities	--	--	--	--	--	54	56
Assistance with developing resource materials for use in the program	--	--	--	--	--	50	60
Creating opportunities to share best practices via learning groups	--	--	--	--	--	53	53
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	44	93
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	--	--	--	--	--	46	63
How satisfied are you with ED's products and services	--	--	--	--	--	49	64
How well ED's products and services meet expectations	--	--	--	--	--	48	62
How well ED compares with ideal products and services	--	--	--	--	--	39	62
<b>Trust</b>	--	--	--	--	--	57	63
Level of trust in office to meet your organization's needs	--	--	--	--	--	57	63
<b>American Rescue Plan Emergency Assistance to Non-Public Schools (ARP EANS)</b>							
Ability to resolve issues	--	--	--	--	--	66	79
Ability to listen to, accept and act upon your feedback	--	--	--	--	--	72	82
Ability to assist you in defining your needs and requests	--	--	--	--	--	68	80
Use of clear and concise written and verbal communication	--	--	--	--	--	68	79
Helpfulness connecting you to resources and relationships to implement grant	--	--	--	--	--	59	79



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	7%	1	11%	3
Did not receive	93%	13	89%	25
<b>Number of Respondents</b>		<b>14</b>		<b>28</b>

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	0%	0	18%	5
Agree	50%	7	46%	13
Disagree	43%	6	14%	4
Strongly disagree	0%	0	7%	2
Does not apply	7%	1	14%	4
<b>Number of Respondents</b>		<b>14</b>		<b>28</b>

<b>Job role</b>				
Project/State Director	86%	12	71%	20
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	14%	4
Superintendent	0%	0	0%	0
Business Manager	0%	0	4%	1
President	0%	0	0%	0
Administrator	0%	0	4%	1
Other	14%	2	7%	2
<b>Number of Respondents</b>		<b>14</b>		<b>28</b>

<b>Length of time in role</b>				
Less than one year	0%	0	7%	2
Between 1 - 3 years	43%	6	64%	18
Between 4 - 10 years	29%	4	7%	2
More than 10 years	29%	4	21%	6
<b>Number of Respondents</b>		<b>14</b>		<b>28</b>

<b>Preferred method rank - Individual Email - ARP EANS~</b>				
1st	86%	12	63%	17
2nd	7%	1	33%	9
3rd	7%	1	4%	1
<b>Number of Respondents</b>		<b>14</b>		<b>27</b>

<b>Preferred method rank - Telephone Call - ARP EANS~</b>				
1st	0%	0	9%	1
2nd	29%	2	36%	4
3rd	71%	5	55%	6
<b>Number of Respondents</b>		<b>7</b>		<b>11</b>

<b>Preferred method rank - Monthly Check-in Call - ARP EANS~</b>				
1st	0%	0	20%	5
2nd	0%	0	36%	9
3rd	0%	0	44%	11
<b>Number of Respondents</b>		<b>0</b>		<b>25</b>

<b>Preferred method rank - G5 Bulk Email - ARP EANS~</b>				
1st	0%	0	23%	3
2nd	40%	2	23%	3
3rd	60%	3	54%	7
<b>Number of Respondents</b>		<b>5</b>		<b>13</b>



	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Preferred method rank - Website - ARP EANS~</b>				
1st	0%	0	25%	2
2nd	0%	0	38%	3
3rd	0%	0	38%	3
<b>Number of Respondents</b>	<b>0</b>		<b>8</b>	

<b>Greatest need for technical assistance - ARP EANS~</b>				
Allowable uses of funds	14%	2	32%	9
Reporting requirements	50%	7	39%	11
Subrecipient monitoring	64%	9	39%	11
Timelines for grant requirements	14%	2	11%	3
Understanding different program requirements	21%	3	25%	7
Promising practices	14%	2	32%	9
Other	21%	3	21%	6
<b>Number of Respondents</b>	<b>14</b>		<b>28</b>	



## Asian American and Native American Pacific Islander Institutions Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23</b>	<b>19</b>	<b>13</b>	<b>13</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>91</b>	<b>86</b>	<b>89</b>	<b>87</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	95	89	91	93
Responsiveness to your questions	--	--	--	94	85	94	86
Professionalism	--	--	--	97	95	95	84
Sufficiency of legal guidance in responses	--	--	--	90	90	86	85
Communication about changes that may affect your program	--	--	--	88	93	83	93
Consistency of responses with ED staff from different program offices	--	--	--	92	93	84	92
Collaboration with other ED programs or offices in providing relevant services	--	--	--	92	94	87	89
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>65</b>	<b>73</b>	<b>72</b>	<b>71</b>
Ability to find specific information	--	--	--	65	73	73	70
Quality of content	--	--	--	69	78	70	72
Ability to accomplish what you want on the site	--	--	--	66	70	75	74
Accuracy of search results	--	--	--	68	74	77	73
Ability to navigate within the site	--	--	--	67	77	73	71
Look and feel/Visual appearance	--	--	--	56	67	67	69
<b>Information in Application Package</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>81</b>	<b>86</b>	<b>81</b>	<b>88</b>
Program Purpose	--	--	--	85	88	84	91
Program Priorities	--	--	--	84	88	85	91
Selection Criteria	--	--	--	79	84	76	88
Review Process	--	--	--	77	83	69	89
Budget Information and Forms	--	--	--	74	84	76	90
Deadline for Submission	--	--	--	77	91	90	89
Dollar Limit on Awards	--	--	--	80	91	85	89
Page Limitation Instructions	--	--	--	81	77	77	85
Formatting Instructions	--	--	--	80	80	70	87
Program Contact	--	--	--	90	92	93	86
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>73</b>	<b>75</b>	<b>78</b>	<b>76</b>
Clarity of reporting requirements	--	--	--	73	76	71	71
Ease of obtaining data you are required to report	--	--	--	74	74	74	74
Ease of submitting report(s) electronically	--	--	--	84	82	94	90
Availability of assistance in completing your report(s)	--	--	--	72	80	89	76
Usefulness of the data to help you improve your grant program/project	--	--	--	74	74	87	81
Your understanding of how ED uses your data	--	--	--	63	63	62	66



	2017	2018	2019	2020	2021	2022	2023
<b>Technical Assistance</b>	--	--	--	87	85	71	75
TA services provided in helping successfully implement grant programs/projects	--	--	--	87	85	71	75
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	--	--	--	73	79	67	75
How satisfied are you with ED's products and services	--	--	--	82	85	74	84
How well ED's products and services meet expectations	--	--	--	70	75	63	72
How well ED compares with ideal products and services	--	--	--	66	75	63	67
<b>Trust</b>	--	--	--	86	87	83	83
Level of trust in office to meet your organization's needs	--	--	--	86	87	83	83
<b>Asian American and Native American Pacific Islander Institutions Program</b>							
Responsiveness to your questions	--	--	--	94	91	94	88
Knowledge of relevant legislation, regulations, policies and procedures	--	--	--	94	89	89	94
Ability to resolve issues	--	--	--	91	90	92	93
Use of clear and concise written and verbal communication	--	--	--	90	88	85	85
Timely resolution of general programmatic and/or financial issues	--	--	--	93	91	94	96
Timeliness of the grant award notification	--	--	--	46	64	75	79
Availability of funds with adequate time for implementation	--	--	--	63	64	72	85
Transparency of how funds are distributed among grantees	--	--	--	73	76	78	84
Sufficiency of information provided to keep you informed	--	--	--	81	85	86	89
Frequency of communication	--	--	--	80	86	88	83
Clarity of communication	--	--	--	81	85	86	82



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	38%	5	54%	7
Agree	46%	6	31%	4
Disagree	15%	2	15%	2
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
<b>Number of Respondents</b>		<b>13</b>		<b>13</b>

<b>Job role</b>				
Project/State Director	77%	10	77%	10
School Officer	0%	0	0%	0
Grant Coordinator	15%	2	8%	1
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	15%	2
Other	8%	1	0%	0
<b>Number of Respondents</b>		<b>13</b>		<b>13</b>

<b>Length of time in role</b>				
Less than one year	46%	6	0%	0
Between 1 - 3 years	23%	3	46%	6
Between 4 - 10 years	31%	4	54%	7
More than 10 years	0%	0	0%	0
<b>Number of Respondents</b>		<b>13</b>		<b>13</b>

<b>Preferred method of communication - AANAPISI</b>				
Individual Email	69%	9	92%	12
Blast/Distribution list email	15%	2	8%	1
Telephone	0%	0	0%	0
Webinar	8%	1	0%	0
Other	8%	1	0%	0
<b>Number of Respondents</b>		<b>13</b>		<b>13</b>



## Assistance for Arts Education Development and Dissemination Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>17</b>	<b>17</b>	<b>17</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>89</b>	<b>86</b>	<b>93</b>	<b>86</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	90	87	96	93
Responsiveness to your questions	--	--	--	87	80	94	74
Professionalism	--	--	--	100	95	99	93
Sufficiency of legal guidance in responses	--	--	--	89	84	91	83
Communication about changes that may affect your program	--	--	--	83	87	92	88
Consistency of responses with ED staff from different program offices	--	--	--	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	--	--	78	80	85	84
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>80</b>	<b>72</b>	<b>74</b>	<b>67</b>
Ability to find specific information	--	--	--	79	72	75	64
Quality of content	--	--	--	78	71	76	64
Ability to accomplish what you want on the site	--	--	--	76	75	75	65
Accuracy of search results	--	--	--	82	68	72	69
Ability to navigate within the site	--	--	--	81	73	74	70
Look and feel/Visual appearance	--	--	--	82	74	72	71
<b>Documents</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>82</b>	<b>84</b>	<b>85</b>	<b>81</b>
Clarity	--	--	--	85	84	85	86
Organization of information	--	--	--	87	84	86	82
Sufficiency of detail to meet your program needs	--	--	--	83	84	85	78
Relevance to your areas of need	--	--	--	79	85	84	85
Comprehensiveness in addressing the scope of issues that you face	--	--	--	77	82	84	75
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>81</b>	<b>80</b>	<b>87</b>	<b>82</b>
Clarity of reporting requirements	--	--	--	77	82	89	83
Ease of obtaining data you are required to report	--	--	--	78	75	86	82
Ease of submitting report(s) electronically	--	--	--	94	88	92	87
Availability of assistance in completing your report(s)	--	--	--	89	85	87	82
Usefulness of the data to help you improve your grant program/project	--	--	--	80	80	90	83
Your understanding of how ED uses your data	--	--	--	76	66	74	73
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>81</b>	<b>72</b>	<b>81</b>	<b>71</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	81	77	87	74
Enhancing staff skills needed for successful program management	--	--	--	80	71	80	74
Using evidence-based practices in implementing program activities	--	--	--	81	72	82	70
Assistance with developing resource materials for use in the program	--	--	--	74	69	77	69
Creating opportunities to share best practices via learning groups	--	--	--	84	70	78	74
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	100	78
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--





	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	--	--	--	72	73	82	72
How satisfied are you with ED's products and services	--	--	--	80	79	88	76
How well ED's products and services meet expectations	--	--	--	70	70	80	71
How well ED compares with ideal products and services	--	--	--	65	69	76	67
<b>Trust</b>	--	--	--	90	84	93	79
Level of trust in office to meet your organization's needs	--	--	--	90	84	93	79
<b>Assistance for Arts Education Development and Dissemination Program</b>							
Ability to work with you to resolve issues	--	--	--	--	--	--	82
Quality of information or feedback received from program officer	--	--	--	--	--	--	80
Overall satisfaction with service provided by program officer	--	--	--	--	--	--	80
Helpfulness of info/guidance provided on performance reporting	--	--	--	--	--	--	81
Helpfulness of info/guidance provided during Dec TA Webinar on Prior Approvals	--	--	--	--	--	--	85



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	18%	3	6%	1
Did not receive	82%	14	94%	16
<b>Number of Respondents</b>	<b>17</b>		<b>17</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	53%	9	35%	6
Agree	47%	8	53%	9
Disagree	0%	0	12%	2
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
<b>Number of Respondents</b>	<b>17</b>		<b>17</b>	

<b>Job role</b>				
Project/State Director	88%	15	76%	13
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	6%	1
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	12%	2
Other	12%	2	6%	1
<b>Number of Respondents</b>	<b>17</b>		<b>17</b>	

<b>Length of time in role</b>				
Less than one year	6%	1	0%	0
Between 1 - 3 years	12%	2	65%	11
Between 4 - 10 years	59%	10	24%	4
More than 10 years	24%	4	12%	2
<b>Number of Respondents</b>	<b>17</b>		<b>17</b>	



## Carl D. Perkins Career and Technical Education State Directors Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>24</b>	<b>30</b>	<b>26</b>	<b>25</b>	<b>27</b>	<b>29</b>	<b>29</b>
<b>ED Staff/Coordination</b>	<b>85</b>	<b>93</b>	<b>89</b>	<b>93</b>	<b>94</b>	<b>91</b>	<b>95</b>
Knowledge of relevant legislation, regulations, policies, and procedures	89	94	90	94	98	93	96
Responsiveness to your questions	90	93	93	96	96	95	97
Professionalism	--	--	--	98	98	97	99
Sufficiency of legal guidance in responses	74	91	85	88	89	88	92
Communication about changes that may affect your program	--	--	--	94	93	87	93
Consistency of responses with ED staff from different program offices	82	93	89	90	92	88	--
Collaboration with other ED programs or offices in providing relevant services	85	92	86	90	90	88	91
<b>Online Resources</b>	<b>75</b>	<b>83</b>	<b>80</b>	<b>77</b>	<b>84</b>	<b>77</b>	<b>81</b>
Ability to find specific information	75	80	81	76	84	74	81
Quality of content	--	--	--	81	89	80	83
Ability to accomplish what you want on the site	75	85	81	76	84	75	80
Accuracy of search results	--	--	--	78	85	76	79
Ability to navigate within the site	75	83	76	75	83	79	81
Look and feel/Visual appearance	--	--	--	75	80	81	83
<b>Documents</b>	<b>80</b>	<b>83</b>	<b>79</b>	<b>82</b>	<b>86</b>	<b>83</b>	<b>89</b>
Clarity	79	83	83	84	87	83	89
Organization of information	82	84	81	84	87	85	91
Sufficiency of detail to meet your program needs	81	83	76	80	85	83	89
Relevance to your areas of need	83	84	84	84	89	82	90
Comprehensiveness in addressing the scope of issues that you face	77	83	72	79	82	81	86
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>83</b>	<b>83</b>	<b>76</b>	<b>82</b>
Clarity of reporting requirements	--	--	--	87	84	81	87
Ease of obtaining data you are required to report	--	--	--	74	72	66	71
Ease of submitting report(s) electronically	--	--	--	88	85	76	83
Availability of assistance in completing your report(s)	--	--	--	91	93	88	92
Usefulness of the data to help you improve your grant program/project	--	--	--	81	85	77	80
Your understanding of how ED uses your data	--	--	--	74	80	65	73
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>83</b>	<b>86</b>	<b>78</b>	<b>83</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	92	92	85	90
Enhancing staff skills needed for successful program management	--	--	--	81	86	79	82
Using evidence-based practices in implementing program activities	--	--	--	78	82	76	82
Assistance with developing resource materials for use in the program	--	--	--	73	78	71	76
Creating opportunities to share best practices via learning groups	--	--	--	85	85	70	82
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	89	89	93	89
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	<b>77</b>	<b>79</b>	<b>78</b>	<b>80</b>	<b>85</b>	<b>76</b>	<b>80</b>
How satisfied are you with ED's products and services	83	83	84	87	88	82	85
How well ED's products and services meet expectations	75	78	75	77	84	75	79
How well ED compares with ideal products and services	72	74	73	76	81	71	76
<b>Trust</b>	<b>--</b>	<b>--</b>	<b>92</b>	<b>93</b>	<b>95</b>	<b>85</b>	<b>92</b>
Level of trust in office to meet your organization's needs	--	--	92	93	95	85	92
<b>Carl D. Perkins Career and Technical Education State Directors</b>							
CAR's user-friendliness	73	78	72	82	80	71	80
PCRN's usefulness to your program	81	86	84	83	84	82	83
Effectiveness of DATE in helping you implement grant programs	--	--	--	86	87	81	86
TA received on project implementation and budget questions	--	--	--	88	91	90	93
Usefulness and relevance of project director meetings in providing TA	--	--	--	87	86	80	87



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	10%	3	17%	5
Did not receive	90%	26	83%	24
<b>Number of Respondents</b>	<b>29</b>		<b>29</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	41%	12	52%	15
Agree	52%	15	45%	13
Disagree	7%	2	3%	1
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
<b>Number of Respondents</b>	<b>29</b>		<b>29</b>	

<b>Job role</b>				
Project/State Director	90%	26	93%	27
School Officer	0%	0	0%	0
Grant Coordinator	7%	2	3%	1
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	0%	0
Other	3%	1	3%	1
<b>Number of Respondents</b>	<b>29</b>		<b>29</b>	

<b>Length of time in role</b>				
Less than one year	17%	5	3%	1
Between 1 - 3 years	28%	8	41%	12
Between 4 - 10 years	45%	13	48%	14
More than 10 years	10%	3	7%	2
<b>Number of Respondents</b>	<b>29</b>		<b>29</b>	



## Centers of Excellence for Veterans Student Success (CEVSS) Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>19</b>	<b>21</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>90</b>	<b>87</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	--	--	91	86
Responsiveness to your questions	--	--	--	--	--	88	89
Professionalism	--	--	--	--	--	94	94
Sufficiency of legal guidance in responses	--	--	--	--	--	87	83
Communication about changes that may affect your program	--	--	--	--	--	88	84
Consistency of responses with ED staff from different program offices	--	--	--	--	--	90	82
Collaboration with other ED programs or offices in providing relevant services	--	--	--	--	--	88	85
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>71</b>	<b>79</b>
Ability to find specific information	--	--	--	--	--	71	80
Quality of content	--	--	--	--	--	69	80
Ability to accomplish what you want on the site	--	--	--	--	--	72	82
Accuracy of search results	--	--	--	--	--	70	81
Ability to navigate within the site	--	--	--	--	--	75	78
Look and feel/Visual appearance	--	--	--	--	--	69	78
<b>Information in Application Package</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>91</b>	<b>92</b>
Program Purpose	--	--	--	--	--	93	93
Program Priorities	--	--	--	--	--	92	93
Selection Criteria	--	--	--	--	--	88	90
Review Process	--	--	--	--	--	85	86
Budget Information and Forms	--	--	--	--	--	85	88
Deadline for Submission	--	--	--	--	--	94	91
Dollar Limit on Awards	--	--	--	--	--	94	94
Page Limitation Instructions	--	--	--	--	--	92	93
Formatting Instructions	--	--	--	--	--	91	92
Program Contact	--	--	--	--	--	93	94
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>80</b>	<b>78</b>
Clarity of reporting requirements	--	--	--	--	--	79	75
Ease of obtaining data you are required to report	--	--	--	--	--	79	76
Ease of submitting report(s) electronically	--	--	--	--	--	89	86
Availability of assistance in completing your report(s)	--	--	--	--	--	86	77
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	85	85
Your understanding of how ED uses your data	--	--	--	--	--	76	67



	2017	2018	2019	2020	2021	2022	2023
<b>Technical Assistance</b>	--	--	--	--	--	75	83
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	75	83
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	--	--	--	--	--	75	77
How satisfied are you with ED's products and services	--	--	--	--	--	80	80
How well ED's products and services meet expectations	--	--	--	--	--	72	77
How well ED compares with ideal products and services	--	--	--	--	--	74	74
<b>Trust</b>	--	--	--	--	--	87	84
Level of trust in office to meet your organization's needs	--	--	--	--	--	87	84
<b>Centers of Excellence for Veterans Student Success (CEVSS)</b>							
Responsiveness to your questions	--	--	--	--	--	80	85
Knowledge of relevant legislation, regulations, policies and procedures	--	--	--	--	--	81	86
Ability to resolve issues	--	--	--	--	--	82	85
Use of clear and concise written and verbal communication	--	--	--	--	--	80	83
Timely resolution of general programmatic and/or financial issues	--	--	--	--	--	81	91
Timeliness of the grant award notification	--	--	--	--	--	75	85
Availability of funds with adequate time for implementation	--	--	--	--	--	85	93
Transparency of how funds are distributed among grantees	--	--	--	--	--	83	87
Sufficiency of information provided to keep you informed	--	--	--	--	--	81	81
Frequency of communication	--	--	--	--	--	75	81
Clarity of communication	--	--	--	--	--	81	82



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	37%	7	48%	10
Agree	58%	11	38%	8
Disagree	0%	0	10%	2
Strongly disagree	5%	1	0%	0
Does not apply	0%	0	5%	1
<b>Number of Respondents</b>		<b>19</b>		<b>21</b>

<b>Job role</b>				
Project/State Director	37%	7	62%	13
School Officer	16%	3	0%	0
Grant Coordinator	42%	8	14%	3
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	24%	5
Other	5%	1	0%	0
<b>Number of Respondents</b>		<b>19</b>		<b>21</b>

<b>Length of time in role</b>				
Less than one year	32%	6	33%	7
Between 1 - 3 years	37%	7	43%	9
Between 4 - 10 years	16%	3	24%	5
More than 10 years	16%	3	0%	0
<b>Number of Respondents</b>		<b>19</b>		<b>21</b>

<b>Preferred method of communication - CEVSS</b>				
Individual Email	68%	13	71%	15
Blast/Distribution list email	21%	4	10%	2
Telephone	0%	0	5%	1
Webinar	5%	1	14%	3
Other	5%	1	0%	0
<b>Number of Respondents</b>		<b>19</b>		<b>21</b>





## Charter School Programs Credit Enhancement Grants Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>
<b>ED Staff/Coordination</b>	--	--	--	--	--	--	<b>82</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	--	--	--	88
Responsiveness to your questions	--	--	--	--	--	--	83
Professionalism	--	--	--	--	--	--	94
Sufficiency of legal guidance in responses	--	--	--	--	--	--	76
Communication about changes that may affect your program	--	--	--	--	--	--	75
Consistency of responses with ED staff from different program offices	--	--	--	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	--	--	--	--	--	71
<b>Online Resources</b>	--	--	--	--	--	--	<b>65</b>
Ability to find specific information	--	--	--	--	--	--	71
Quality of content	--	--	--	--	--	--	67
Ability to accomplish what you want on the site	--	--	--	--	--	--	65
Accuracy of search results	--	--	--	--	--	--	67
Ability to navigate within the site	--	--	--	--	--	--	63
Look and feel/Visual appearance	--	--	--	--	--	--	59
<b>Documents</b>	--	--	--	--	--	--	<b>66</b>
Clarity	--	--	--	--	--	--	64
Organization of information	--	--	--	--	--	--	69
Sufficiency of detail to meet your program needs	--	--	--	--	--	--	69
Relevance to your areas of need	--	--	--	--	--	--	67
Comprehensiveness in addressing the scope of issues that you face	--	--	--	--	--	--	63
<b>Grant Performance Reporting Requirements</b>	--	--	--	--	--	--	<b>50</b>
Clarity of reporting requirements	--	--	--	--	--	--	57
Ease of obtaining data you are required to report	--	--	--	--	--	--	51
Ease of submitting report(s) electronically	--	--	--	--	--	--	63
Availability of assistance in completing your report(s)	--	--	--	--	--	--	52
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	--	41
Your understanding of how ED uses your data	--	--	--	--	--	--	32
<b>Technical Assistance</b>	--	--	--	--	--	--	<b>67</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	--	71
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	75
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	67
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	63
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	81
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	67
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	--	--	--	--	--	--	<b>64</b>
How satisfied are you with ED's products and services	--	--	--	--	--	--	74
How well ED's products and services meet expectations	--	--	--	--	--	--	64
How well ED compares with ideal products and services	--	--	--	--	--	--	51
<b>Trust</b>	--	--	--	--	--	--	<b>62</b>
Level of trust in office to meet your organization's needs	--	--	--	--	--	--	62
<b>Charter School Programs Credit Enhancement Grants</b>							
CSPs annual meetings	--	--	--	--	--	--	60
Overall communication and information sharing	--	--	--	--	--	--	69
Technical assistance receive from program staff	--	--	--	--	--	--	74
Technical assistance receive from contractors	--	--	--	--	--	--	65
Opportunity to provide understanding of project during quarterly calls	--	--	--	--	--	--	69
Information and support provided prior to virtual monitoring	--	--	--	--	--	--	67



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	0%	0	50%	4
Did not receive	0%	0	50%	4
<b>Number of Respondents</b>	<b>0</b>		<b>8</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	0%	0	13%	1
Agree	0%	0	63%	5
Disagree	0%	0	13%	1
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	13%	1
<b>Number of Respondents</b>	<b>0</b>		<b>8</b>	

<b>Job role</b>				
Project/State Director	0%	0	75%	6
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	13%	1
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	0%	0
Other	0%	0	13%	1
<b>Number of Respondents</b>	<b>0</b>		<b>8</b>	

<b>Length of time in role</b>				
Less than one year	0%	0	25%	2
Between 1 - 3 years	0%	0	13%	1
Between 4 - 10 years	0%	0	13%	1
More than 10 years	0%	0	50%	4
<b>Number of Respondents</b>	<b>0</b>		<b>8</b>	



## Charter Schools Program (CSP) Grants to State Entities Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>26</b>	<b>17</b>	<b>20</b>	<b>23</b>	<b>21</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>72</b>	<b>87</b>	<b>76</b>	<b>73</b>	<b>69</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	72	92	81	83	70
Responsiveness to your questions	--	--	67	81	66	56	59
Professionalism	--	--	--	94	89	82	87
Sufficiency of legal guidance in responses	--	--	74	84	65	67	63
Communication about changes that may affect your program	--	--	--	85	77	71	65
Consistency of responses with ED staff from different program offices	--	--	74	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	--	68	78	66	66	66
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>57</b>	<b>73</b>	<b>62</b>	<b>58</b>	<b>57</b>
Ability to find specific information	--	--	58	76	60	61	56
Quality of content	--	--	--	78	63	58	58
Ability to accomplish what you want on the site	--	--	55	71	63	56	56
Accuracy of search results	--	--	--	71	62	54	53
Ability to navigate within the site	--	--	52	69	60	60	56
Look and feel/Visual appearance	--	--	--	70	64	56	64
<b>Documents</b>	<b>--</b>	<b>--</b>	<b>70</b>	<b>74</b>	<b>65</b>	<b>65</b>	<b>67</b>
Clarity	--	--	68	77	64	65	69
Organization of information	--	--	71	82	71	67	71
Sufficiency of detail to meet your program needs	--	--	71	69	58	64	67
Relevance to your areas of need	--	--	71	72	71	68	68
Comprehensiveness in addressing the scope of issues that you face	--	--	66	67	60	60	62
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>74</b>	<b>61</b>	<b>61</b>	<b>57</b>
Clarity of reporting requirements	--	--	--	78	64	63	59
Ease of obtaining data you are required to report	--	--	--	74	66	66	61
Ease of submitting report(s) electronically	--	--	--	78	57	61	53
Availability of assistance in completing your report(s)	--	--	--	82	64	66	63
Usefulness of the data to help you improve your grant program/project	--	--	--	71	62	63	58
Your understanding of how ED uses your data	--	--	--	58	48	48	47
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>78</b>	<b>70</b>	<b>65</b>	<b>62</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	82	78	66	66
Enhancing staff skills needed for successful program management	--	--	--	77	65	65	60
Using evidence-based practices in implementing program activities	--	--	--	79	66	62	57
Assistance with developing resource materials for use in the program	--	--	--	75	58	59	56
Creating opportunities to share best practices via learning groups	--	--	--	80	74	63	63
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	85	83	83	69
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	--	--	62	71	62	60	56
How satisfied are you with ED's products and services	--	--	68	80	72	65	59
How well ED's products and services meet expectations	--	--	61	64	58	56	53
How well ED compares with ideal products and services	--	--	57	67	56	57	54
<b>Trust</b>	--	--	69	79	73	68	62
Level of trust in office to meet your organization's needs	--	--	69	79	73	68	62
<b>Charter Schools Program (CSP) Grants to State Entities</b>							
Dissemination of resources and opportunities the CSP provides	--	--	60	78	76	63	67
Comms and info accessible and provided in timely manner	--	--	62	76	61	54	50
Technical assistance receive on project implementation and budget questions	--	--	65	84	68	64	63
Assistance gives opportunity to give staff an understanding of your project	--	--	65	78	63	62	65
Guidance CSP provides on Federal grant compliance	--	--	57	64	56	57	59



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	52%	12	57%	12
Did not receive	48%	11	43%	9
<b>Number of Respondents</b>	<b>23</b>		<b>21</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	13%	3	24%	5
Agree	57%	13	38%	8
Disagree	26%	6	29%	6
Strongly disagree	4%	1	10%	2
Does not apply	0%	0	0%	0
<b>Number of Respondents</b>	<b>23</b>		<b>21</b>	

<b>Job role</b>				
Project/State Director	91%	21	86%	18
School Officer	0%	0	0%	0
Grant Coordinator	9%	2	10%	2
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	5%	1
Other	0%	0	0%	0
<b>Number of Respondents</b>	<b>23</b>		<b>21</b>	

<b>Length of time in role</b>				
Less than one year	22%	5	14%	3
Between 1 - 3 years	43%	10	38%	8
Between 4 - 10 years	30%	7	38%	8
More than 10 years	4%	1	10%	2
<b>Number of Respondents</b>	<b>23</b>		<b>21</b>	



## College Assistance Migrant Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>38</b>	<b>41</b>	<b>0</b>	<b>42</b>	<b>44</b>	<b>44</b>	<b>47</b>
<b>ED Staff/Coordination</b>	<b>89</b>	<b>91</b>	<b>--</b>	<b>93</b>	<b>94</b>	<b>95</b>	<b>96</b>
Knowledge of relevant legislation, regulations, policies, and procedures	91	93	--	93	96	97	94
Responsiveness to your questions	85	92	--	91	89	93	96
Professionalism	--	--	--	97	99	98	100
Sufficiency of legal guidance in responses	91	91	--	92	96	95	98
Communication about changes that may affect your program	--	--	--	93	94	96	95
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	--	92	90	91	91
<b>Online Resources</b>	<b>77</b>	<b>84</b>	<b>--</b>	<b>83</b>	<b>83</b>	<b>80</b>	<b>80</b>
Ability to find specific information	75	81	--	81	83	81	79
Quality of content	--	--	--	84	83	80	80
Ability to accomplish what you want on the site	78	84	--	82	82	79	80
Accuracy of search results	--	--	--	86	84	79	83
Ability to navigate within the site	75	83	--	83	83	80	81
Look and feel/Visual appearance	--	--	--	84	83	80	78
<b>Documents</b>	<b>85</b>	<b>83</b>	<b>--</b>	<b>91</b>	<b>92</b>	<b>92</b>	<b>92</b>
Clarity	85	82	--	90	92	93	92
Organization of information	86	82	--	91	94	93	91
Sufficiency of detail to meet your program needs	85	83	--	91	92	90	92
Relevance to your areas of need	86	85	--	92	92	93	93
Comprehensiveness in addressing the scope of issues that you face	85	83	--	89	89	90	90
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>92</b>	<b>91</b>	<b>92</b>	<b>90</b>
Clarity of reporting requirements	--	--	--	91	93	93	90
Ease of obtaining data you are required to report	--	--	--	89	91	91	90
Ease of submitting report(s) electronically	--	--	--	96	94	96	96
Availability of assistance in completing your report(s)	--	--	--	93	93	93	93
Usefulness of the data to help you improve your grant program/project	--	--	--	93	90	89	88
Your understanding of how ED uses your data	--	--	--	88	87	88	85
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>90</b>	<b>88</b>	<b>87</b>	<b>87</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	94	92	92	92
Enhancing staff skills needed for successful program management	--	--	--	91	89	89	87
Using evidence-based practices in implementing program activities	--	--	--	85	86	84	84
Assistance with developing resource materials for use in the program	--	--	--	86	84	86	83
Creating opportunities to share best practices via learning groups	--	--	--	91	90	87	86
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	100	--	92	100
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	<b>79</b>	<b>85</b>	<b>--</b>	<b>87</b>	<b>89</b>	<b>86</b>	<b>88</b>
How satisfied are you with ED's products and services	85	90	--	92	93	89	91
How well ED's products and services meet expectations	76	84	--	84	86	84	87
How well ED compares with ideal products and services	75	81	--	85	86	84	85
<b>Trust</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>94</b>	<b>94</b>	<b>93</b>	<b>94</b>
Level of trust in office to meet your organization's needs	--	--	--	94	94	93	94
<b>College Assistance Migrant Program</b>							
Accessibility and responsiveness of program staff	91	90	--	90	90	94	96
Timely resolution of questions by program staff	86	89	--	87	86	93	95
Clarity of information provided by program staff	87	89	--	91	94	91	93
Usefulness and relevance of the strategies for technical assistance	87	90	--	92	91	92	92
Usefulness of updated technical assistance resources pages on CAMP.ed.gov	--	85	--	88	88	88	86





## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	16%	7	6%	3
Did not receive	84%	37	94%	44
<b>Number of Respondents</b>		<b>44</b>		<b>47</b>

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	64%	28	60%	28
Agree	30%	13	38%	18
Disagree	0%	0	2%	1
Strongly disagree	5%	2	0%	0
Does not apply	2%	1	0%	0
<b>Number of Respondents</b>		<b>44</b>		<b>47</b>

<b>Job role</b>				
Project/State Director	80%	35	87%	41
School Officer	0%	0	0%	0
Grant Coordinator	14%	6	6%	3
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	6%	3
Other	7%	3	0%	0
<b>Number of Respondents</b>		<b>44</b>		<b>47</b>

<b>Length of time in role</b>				
Less than one year	14%	6	13%	6
Between 1 - 3 years	25%	11	28%	13
Between 4 - 10 years	30%	13	36%	17
More than 10 years	32%	14	23%	11
<b>Number of Respondents</b>		<b>44</b>		<b>47</b>



## Comprehensive Literacy State Development Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>11</b>	<b>10</b>	<b>14</b>	<b>28</b>	<b>21</b>	<b>18</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>90</b>	<b>92</b>	<b>90</b>	<b>78</b>	<b>79</b>	<b>81</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	89	92	92	81	82	78
Responsiveness to your questions	--	91	91	82	65	68	80
Professionalism	--	--	--	95	85	80	85
Sufficiency of legal guidance in responses	--	85	91	90	73	74	78
Communication about changes that may affect your program	--	--	--	91	83	87	83
Consistency of responses with ED staff from different program offices	--	89	92	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	88	86	91	--	--	--
<b>Online Resources</b>	<b>--</b>	<b>86</b>	<b>83</b>	<b>80</b>	<b>81</b>	<b>77</b>	<b>79</b>
Ability to find specific information	--	84	82	80	75	75	75
Quality of content	--	--	--	79	82	76	77
Ability to accomplish what you want on the site	--	84	82	79	81	75	76
Accuracy of search results	--	--	--	80	80	78	77
Ability to navigate within the site	--	91	82	79	82	76	79
Look and feel/Visual appearance	--	--	--	87	85	82	83
<b>Documents</b>	<b>--</b>	<b>88</b>	<b>89</b>	<b>91</b>	<b>82</b>	<b>82</b>	<b>83</b>
Clarity	--	87	88	90	82	83	83
Organization of information	--	87	90	92	82	82	82
Sufficiency of detail to meet your program needs	--	87	89	92	83	83	84
Relevance to your areas of need	--	90	89	92	81	81	84
Comprehensiveness in addressing the scope of issues that you face	--	89	89	92	81	82	83
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>82</b>	<b>68</b>	<b>73</b>	<b>80</b>
Clarity of reporting requirements	--	--	--	85	69	77	81
Ease of obtaining data you are required to report	--	--	--	81	62	71	76
Ease of submitting report(s) electronically	--	--	--	87	80	86	90
Availability of assistance in completing your report(s)	--	--	--	88	77	75	83
Usefulness of the data to help you improve your grant program/project	--	--	--	79	66	72	78
Your understanding of how ED uses your data	--	--	--	68	57	60	72
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>90</b>	<b>78</b>	<b>78</b>	<b>81</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	91	78	79	80
Enhancing staff skills needed for successful program management	--	--	--	83	74	78	77
Using evidence-based practices in implementing program activities	--	--	--	90	76	79	80
Assistance with developing resource materials for use in the program	--	--	--	88	76	80	75
Creating opportunities to share best practices via learning groups	--	--	--	94	83	85	90
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	83	89	93	89
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	<b>--</b>	<b>82</b>	<b>86</b>	<b>79</b>	<b>73</b>	<b>72</b>	<b>78</b>
How satisfied are you with ED's products and services	--	85	91	85	77	78	85
How well ED's products and services meet expectations	--	82	82	75	70	70	75
How well ED compares with ideal products and services	--	79	83	75	70	67	73



	2017	2018	2019	2020	2021	2022	2023
<b>Trust</b>	--	--	91	87	79	79	84
Level of trust in office to meet your organization's needs	--	--	91	87	79	79	84
<b>Comprehensive Literacy State Development</b>							
CLSD provides effective-timely TA/outreach useful for grant activities	--	--	--	--	--	75	82
My ED program officer is responsive when I reach out with questions or concerns	--	--	--	--	58	67	83
My ED program officer communicates in a clear and concise manner	--	--	--	--	62	73	81
My ED program officer cares about me, my program, and my success	--	--	--	--	64	72	88
CLSD beneficial in improving literacy needs and would recommend	--	--	--	--	91	93	91
I find the Knowledge Management System (KMS) easy to use	--	--	--	--	73	82	85
I find the reporting requirements for CLSD to be appropriate	--	--	--	--	76	81	85
The KMS is useful to me beyond submitting required ED reports	--	--	--	--	68	72	81
My TA Liaison offers robust support in achieving our project goals	--	--	--	--	78	92	88



## Demographic Table

Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	62%	13	50%	9
Did not receive	38%	8	50%	9
Number of Respondents	21		18	
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	52%	11	50%	9
Agree	33%	7	39%	7
Disagree	14%	3	6%	1
Strongly disagree	0%	0	6%	1
Does not apply	0%	0	0%	0
Number of Respondents	21		18	
Job role				
Project/State Director	76%	16	67%	12
School Officer	0%	0	0%	0
Grant Coordinator	19%	4	28%	5
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	6%	1
Other	5%	1	0%	0
Number of Respondents	21		18	
Length of time in role				
Less than one year	14%	3	11%	2
Between 1 - 3 years	67%	14	50%	9
Between 4 - 10 years	5%	1	28%	5
More than 10 years	14%	3	11%	2
Number of Respondents	21		18	



## Demonstration Grants for Indian Children-Special Projects for Indian Children Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>30</b>	<b>32</b>	<b>39</b>	<b>52</b>	<b>70</b>	<b>34</b>	<b>48</b>
<b>ED Staff/Coordination</b>	<b>75</b>	<b>77</b>	<b>68</b>	<b>85</b>	<b>86</b>	<b>88</b>	<b>89</b>
Knowledge of relevant legislation, regulations, policies, and procedures	81	84	71	89	86	90	91
Responsiveness to your questions	72	78	67	78	81	87	84
Professionalism	--	--	--	90	92	91	91
Sufficiency of legal guidance in responses	77	80	75	85	84	86	88
Communication about changes that may affect your program	--	--	--	80	85	87	88
Consistency of responses with ED staff from different program offices	84	73	64	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	79	67	72	81	84	85	90
<b>Online Resources</b>	<b>68</b>	<b>62</b>	<b>59</b>	<b>70</b>	<b>73</b>	<b>81</b>	<b>74</b>
Ability to find specific information	70	63	58	70	77	80	73
Quality of content	--	--	--	71	78	83	76
Ability to accomplish what you want on the site	70	62	58	66	72	83	73
Accuracy of search results	--	--	--	69	72	81	73
Ability to navigate within the site	66	58	59	70	70	80	73
Look and feel/Visual appearance	--	--	--	72	71	79	75
<b>Documents</b>	<b>69</b>	<b>68</b>	<b>68</b>	<b>78</b>	<b>79</b>	<b>85</b>	<b>88</b>
Clarity	70	68	69	78	81	87	87
Organization of information	69	71	69	80	80	87	87
Sufficiency of detail to meet your program needs	68	71	68	78	78	86	87
Relevance to your areas of need	69	69	70	79	78	85	89
Comprehensiveness in addressing the scope of issues that you face	70	62	66	76	77	82	88
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>70</b>	<b>71</b>	<b>81</b>	<b>79</b>
Clarity of reporting requirements	--	--	--	73	73	83	82
Ease of obtaining data you are required to report	--	--	--	72	70	80	77
Ease of submitting report(s) electronically	--	--	--	66	66	75	70
Availability of assistance in completing your report(s)	--	--	--	72	75	86	85
Usefulness of the data to help you improve your grant program/project	--	--	--	75	75	85	83
Your understanding of how ED uses your data	--	--	--	62	65	76	74
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>75</b>	<b>82</b>	<b>85</b>	<b>85</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	79	86	88	88
Enhancing staff skills needed for successful program management	--	--	--	72	81	84	85
Using evidence-based practices in implementing program activities	--	--	--	71	81	85	84
Assistance with developing resource materials for use in the program	--	--	--	70	80	84	82
Creating opportunities to share best practices via learning groups	--	--	--	82	84	86	86
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	76	86	95	91
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	<b>68</b>	<b>70</b>	<b>61</b>	<b>77</b>	<b>78</b>	<b>85</b>	<b>85</b>
How satisfied are you with ED's products and services	71	76	67	83	82	88	87
How well ED's products and services meet expectations	68	68	57	75	77	83	84
How well ED compares with ideal products and services	64	65	57	71	74	83	84
<b>Trust</b>	<b>--</b>	<b>--</b>	<b>68</b>	<b>84</b>	<b>82</b>	<b>89</b>	<b>90</b>
Level of trust in office to meet your organization's needs	--	--	68	84	82	89	90
<b>Demonstration Grants for Indian Children/Special Projects for Indian Children</b>							
Usefulness and relevance of webinar-based technical assistance	74	67	75	80	83	88	86
Usefulness and relevance of technical assistance resources on the OIE web site	68	67	67	72	79	85	81
Quality of support and technical assistance in meeting performance goals	--	--	--	--	--	--	85
Quality of support provided for collecting and submitting quality data	--	--	--	--	--	--	82



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	26%	9	44%	21
Did not receive	74%	25	56%	27
<b>Number of Respondents</b>		<b>34</b>		<b>48</b>

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	62%	21	58%	28
Agree	32%	11	40%	19
Disagree	0%	0	0%	0
Strongly disagree	0%	0	2%	1
Does not apply	6%	2	0%	0
<b>Number of Respondents</b>		<b>34</b>		<b>48</b>

<b>Job role</b>				
Project/State Director	76%	26	58%	28
School Officer	3%	1	0%	0
Grant Coordinator	9%	3	21%	10
Superintendent	0%	0	4%	2
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	8%	4
Other	12%	4	8%	4
<b>Number of Respondents</b>		<b>34</b>		<b>48</b>

<b>Length of time in role</b>				
Less than one year	9%	3	35%	17
Between 1 - 3 years	44%	15	23%	11
Between 4 - 10 years	29%	10	25%	12
More than 10 years	18%	6	17%	8
<b>Number of Respondents</b>		<b>34</b>		<b>48</b>

<b>New project director hired within last 12 months - DGIC</b>				
New project director	0%	0	38%	18
Not new	0%	0	63%	30
<b>Number of Respondents</b>		<b>0</b>		<b>48</b>

<b>Received one-on-one technical assistance - DGIC</b>				
Received one-on-one TA	0%	0	65%	31
Did not receive one-on-one TA	0%	0	35%	17
<b>Number of Respondents</b>		<b>0</b>		<b>48</b>

<b>Number of group TA sessions attended - DGIC</b>				
0	0%	0	15%	7
1-3	0%	0	38%	18
4-6	0%	0	27%	13
7-10	0%	0	19%	9
12+	0%	0	2%	1
<b>Number of Respondents</b>		<b>0</b>		<b>48</b>



	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>TA Priority Ranking-Data Collection - DGIC</b>				
1st	12%	4	21%	9
2nd	35%	12	19%	8
3rd	15%	5	14%	6
4th	9%	3	19%	8
5th	12%	4	14%	6
6th	3%	1	7%	3
7th	6%	2	5%	2
8th	9%	3	0%	0
<b>Number of Respondents</b>		<b>34</b>		<b>42</b>

<b>TA Priority Ranking-Performance Reporting - DGIC</b>				
1st	24%	8	34%	15
2nd	15%	5	30%	13
3rd	24%	8	16%	7
4th	3%	1	5%	2
5th	3%	1	5%	2
6th	15%	5	0%	0
7th	15%	5	2%	1
8th	3%	1	9%	4
<b>Number of Respondents</b>		<b>34</b>		<b>44</b>

<b>TA Priority Ranking-Family Educational Rights and Privacy Act - DGIC</b>				
1st	12%	4	3%	1
2nd	3%	1	3%	1
3rd	9%	3	18%	6
4th	9%	3	6%	2
5th	3%	1	15%	5
6th	12%	4	15%	5
7th	6%	2	15%	5
8th	47%	16	24%	8
<b>Number of Respondents</b>		<b>34</b>		<b>33</b>

<b>TA Priority Ranking-Capacity Building - DGIC</b>				
1st	0%	0	5%	2
2nd	3%	1	8%	3
3rd	12%	4	16%	6
4th	18%	6	24%	9
5th	26%	9	8%	3
6th	15%	5	16%	6
7th	9%	3	16%	6
8th	18%	6	8%	3
<b>Number of Respondents</b>		<b>34</b>		<b>38</b>

<b>TA Priority Ranking-Parent Engagement - DGIC</b>				
1st	6%	2	11%	4
2nd	15%	5	9%	3
3rd	3%	1	6%	2
4th	15%	5	11%	4
5th	18%	6	20%	7
6th	9%	3	11%	4
7th	26%	9	23%	8
8th	9%	3	9%	3
<b>Number of Respondents</b>		<b>34</b>		<b>35</b>





	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>TA Priority Ranking-Partnerships - DGIC</b>				
1st	6%	2	5%	2
2nd	6%	2	0%	0
3rd	21%	7	5%	2
4th	21%	7	10%	4
5th	12%	4	21%	8
6th	21%	7	36%	14
7th	9%	3	15%	6
8th	6%	2	8%	3
<b>Number of Respondents</b>		<b>34</b>		<b>39</b>

<b>TA Priority Ranking-Allowable Costs and Budgeting Flexibilities - DGIC</b>				
1st	21%	7	9%	4
2nd	21%	7	14%	6
3rd	9%	3	23%	10
4th	9%	3	9%	4
5th	15%	5	14%	6
6th	12%	4	11%	5
7th	6%	2	9%	4
8th	9%	3	11%	5
<b>Number of Respondents</b>		<b>34</b>		<b>44</b>

<b>TA Priority Ranking-Indirect costs - DGIC</b>				
1st	0%	0	3%	1
2nd	0%	0	6%	2
3rd	0%	0	9%	3
4th	0%	0	14%	5
5th	0%	0	3%	1
6th	0%	0	14%	5
7th	0%	0	9%	3
8th	0%	0	43%	15
<b>Number of Respondents</b>		<b>0</b>		<b>35</b>

<b>TA Priority Ranking-Using G5 - DGIC</b>				
1st	0%	0	16%	6
2nd	0%	0	14%	5
3rd	0%	0	5%	2
4th	0%	0	11%	4
5th	0%	0	14%	5
6th	0%	0	8%	3
7th	0%	0	14%	5
8th	0%	0	19%	7
<b>Number of Respondents</b>		<b>0</b>		<b>37</b>

<b>TA Priority Ranking-Understanding GPRA measures - DGIC</b>				
1st	0%	0	11%	4
2nd	0%	0	20%	7
3rd	0%	0	11%	4
4th	0%	0	14%	5
5th	0%	0	11%	4
6th	0%	0	9%	3
7th	0%	0	23%	8
<b>Number of Respondents</b>		<b>0</b>		<b>35</b>



## Doctoral Dissertation Research Abroad (DDRA) Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>25</b>	<b>25</b>	<b>18</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>85</b>	<b>74</b>	<b>84</b>	<b>88</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	97	82	91	95
Responsiveness to your questions	--	--	--	67	60	76	84
Professionalism	--	--	--	90	84	92	95
Sufficiency of legal guidance in responses	--	--	--	79	66	78	84
Communication about changes that may affect your program	--	--	--	85	79	87	84
Consistency of responses with ED staff from different program offices	--	--	--	80	75	83	86
Collaboration with other ED programs or offices in providing relevant services	--	--	--	87	64	84	87
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>67</b>	<b>57</b>	<b>60</b>	<b>61</b>
Ability to find specific information	--	--	--	70	57	62	65
Quality of content	--	--	--	64	59	61	63
Ability to accomplish what you want on the site	--	--	--	69	60	60	58
Accuracy of search results	--	--	--	70	62	58	69
Ability to navigate within the site	--	--	--	74	63	63	63
Look and feel/Visual appearance	--	--	--	60	55	51	49
<b>Information in Application Package</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>87</b>	<b>79</b>	<b>81</b>	<b>87</b>
Program Purpose	--	--	--	93	81	84	84
Program Priorities	--	--	--	93	81	85	91
Selection Criteria	--	--	--	90	80	83	87
Review Process	--	--	--	84	74	79	81
Budget Information and Forms	--	--	--	82	67	75	76
Deadline for Submission	--	--	--	92	77	86	93
Dollar Limit on Awards	--	--	--	79	80	76	91
Page Limitation Instructions	--	--	--	83	80	77	90
Formatting Instructions	--	--	--	81	73	74	83
Program Contact	--	--	--	93	86	85	96
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>66</b>	<b>58</b>	<b>64</b>	<b>71</b>
Clarity of reporting requirements	--	--	--	70	58	66	79
Ease of obtaining data you are required to report	--	--	--	69	58	67	73
Ease of submitting report(s) electronically	--	--	--	75	65	74	73
Availability of assistance in completing your report(s)	--	--	--	60	60	68	77
Usefulness of the data to help you improve your grant program/project	--	--	--	56	55	53	72
Your understanding of how ED uses your data	--	--	--	59	48	48	70



	2017	2018	2019	2020	2021	2022	2023
<b>Technical Assistance</b>	--	--	--	75	72	75	81
TA services provided in helping successfully implement grant programs/projects	--	--	--	75	72	75	81
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	--	--	--	71	57	64	68
How satisfied are you with ED's products and services	--	--	--	80	64	70	75
How well ED's products and services meet expectations	--	--	--	67	55	62	64
How well ED compares with ideal products and services	--	--	--	65	50	58	63
<b>Trust</b>	--	--	--	79	65	80	82
Level of trust in office to meet your organization's needs	--	--	--	79	65	80	82
<b>Doctoral Dissertation Research Abroad (DDRA)</b>							
Responsiveness to your questions	--	--	--	72	68	78	85
Knowledge of relevant legislation, regulations, policies and procedures	--	--	--	91	75	82	93
Ability to resolve issues	--	--	--	83	74	79	90
Use of clear and concise written and verbal communication	--	--	--	76	71	76	82
Timely resolution of general programmatic and/or financial issues	--	--	--	73	73	76	83
Timeliness of the grant award notification	--	--	--	57	65	65	67
Availability of funds with adequate time for implementation	--	--	--	61	68	72	67
Transparency of how funds are distributed among grantees	--	--	--	73	78	81	90
Sufficiency of information provided to keep you informed	--	--	--	78	61	79	80
Frequency of communication	--	--	--	73	60	74	80
Clarity of communication	--	--	--	77	60	76	79
Teaching of any modern foreign language	--	--	--	92	76	79	93
Instruction in fields needed to provide full understanding	--	--	--	99	79	87	91
Research and training in international studies	--	--	--	97	88	90	94
Language aspects of professional and other fields of study	--	--	--	91	82	90	89
Instruction and research on issues in world affairs	--	--	--	94	82	85	90



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	28%	7	17%	3
Agree	56%	14	61%	11
Disagree	8%	2	17%	3
Strongly disagree	4%	1	6%	1
Does not apply	4%	1	0%	0
<b>Number of Respondents</b>	<b>25</b>		<b>18</b>	

<b>Job role</b>				
Project/State Director	68%	17	61%	11
School Officer	8%	2	17%	3
Grant Coordinator	8%	2	11%	2
Superintendent	0%	0	0%	0
Business Manager	4%	1	0%	0
President	0%	0	0%	0
Administrator	0%	0	11%	2
Other	12%	3	0%	0
<b>Number of Respondents</b>	<b>25</b>		<b>18</b>	

<b>Length of time in role</b>				
Less than one year	20%	5	6%	1
Between 1 - 3 years	20%	5	28%	5
Between 4 - 10 years	40%	10	50%	9
More than 10 years	20%	5	17%	3
<b>Number of Respondents</b>	<b>25</b>		<b>18</b>	

<b>Preferred method of communication - DDRAF</b>				
Individual Email	88%	22	72%	13
Blast/Distribution list email	8%	2	22%	4
Telephone	4%	1	0%	0
Other	0%	0	6%	1
<b>Number of Respondents</b>	<b>25</b>		<b>18</b>	



## Education for Homeless Children and Youth Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>36</b>	<b>32</b>	<b>29</b>	<b>29</b>	<b>37</b>	<b>24</b>	<b>45</b>
<b>ED Staff/Coordination</b>	<b>93</b>	<b>88</b>	<b>87</b>	<b>93</b>	<b>94</b>	<b>92</b>	<b>90</b>
Knowledge of relevant legislation, regulations, policies, and procedures	97	90	90	94	95	91	93
Responsiveness to your questions	93	87	84	93	92	89	83
Professionalism	--	--	--	96	96	96	95
Sufficiency of legal guidance in responses	87	86	88	92	91	90	89
Communication about changes that may affect your program	--	--	--	93	94	91	90
Consistency of responses with ED staff from different program offices	95	88	88	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	93	85	84	92	94	91	90
<b>Online Resources</b>	<b>76</b>	<b>83</b>	<b>69</b>	<b>80</b>	<b>81</b>	<b>78</b>	<b>74</b>
Ability to find specific information	79	85	72	80	77	76	73
Quality of content	--	--	--	80	84	82	78
Ability to accomplish what you want on the site	83	83	69	79	79	77	74
Accuracy of search results	--	--	--	81	81	76	74
Ability to navigate within the site	74	80	65	81	82	78	74
Look and feel/Visual appearance	--	--	--	82	81	78	74
<b>Documents</b>	<b>89</b>	<b>83</b>	<b>88</b>	<b>86</b>	<b>89</b>	<b>87</b>	<b>85</b>
Clarity	91	83	89	91	90	89	86
Organization of information	93	83	90	91	91	89	88
Sufficiency of detail to meet your program needs	86	81	87	89	87	86	84
Relevance to your areas of need	93	87	89	86	89	87	87
Comprehensiveness in addressing the scope of issues that you face	86	81	83	88	87	84	81
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>82</b>	<b>84</b>	<b>77</b>	<b>80</b>
Clarity of reporting requirements	--	--	--	85	86	82	79
Ease of obtaining data you are required to report	--	--	--	81	85	74	79
Ease of submitting report(s) electronically	--	--	--	84	90	87	83
Availability of assistance in completing your report(s)	--	--	--	87	86	85	82
Usefulness of the data to help you improve your grant program/project	--	--	--	87	84	77	84
Your understanding of how ED uses your data	--	--	--	80	81	71	75
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>84</b>	<b>87</b>	<b>81</b>	<b>80</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	89	90	83	81
Enhancing staff skills needed for successful program management	--	--	--	87	87	79	81
Using evidence-based practices in implementing program activities	--	--	--	83	88	76	82
Assistance with developing resource materials for use in the program	--	--	--	85	86	78	77
Creating opportunities to share best practices via learning groups	--	--	--	81	88	84	81
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	92	90	91	87
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	<b>83</b>	<b>80</b>	<b>79</b>	<b>85</b>	<b>86</b>	<b>79</b>	<b>78</b>
How satisfied are you with ED's products and services	88	85	84	89	89	83	83
How well ED's products and services meet expectations	82	76	76	83	83	77	76
How well ED compares with ideal products and services	79	77	76	82	84	76	74
<b>Trust</b>	<b>--</b>	<b>--</b>	<b>80</b>	<b>92</b>	<b>94</b>	<b>89</b>	<b>85</b>
Level of trust in office to meet your organization's needs	--	--	80	92	94	89	85
<b>Education for Homeless Children and Youth Program</b>							
Responsiveness in answering questions - Tech Assistance Center (NCHE)	100	98	91	94	94	95	87
Guidance provided in responses to questions - Tech Assistance Center (NCHE)	--	--	--	91	92	96	88
Meeting program compliance requirements - US Department of Education	92	88	88	87	90	85	85
Assisting you to impact performance results - US Department of Education	84	82	81	85	88	84	82
Support quality for collecting/submitting data - U.S. Department of Education	--	--	--	85	91	85	86
Meeting program compliance requirements - Tech Assistance Center (NCHE)	98	93	89	92	93	93	87
Assisting you to impact performance results - Tech Assistance Center (NCHE)	94	89	85	90	92	93	86
Support quality for collecting/submitting data - Tech Assistance Center (NCHE)	--	--	--	92	93	93	91



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	46%	11	62%	28
Did not receive	54%	13	38%	17
<b>Number of Respondents</b>	<b>24</b>		<b>45</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	42%	10	40%	18
Agree	50%	12	56%	25
Disagree	8%	2	4%	2
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
<b>Number of Respondents</b>	<b>24</b>		<b>45</b>	

<b>Job role</b>				
Project/State Director	58%	14	73%	33
School Officer	0%	0	0%	0
Grant Coordinator	13%	3	11%	5
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	4%	2
Other	29%	7	11%	5
<b>Number of Respondents</b>	<b>24</b>		<b>45</b>	

<b>Length of time in role</b>				
Less than one year	21%	5	13%	6
Between 1 - 3 years	50%	12	33%	15
Between 4 - 10 years	21%	5	29%	13
More than 10 years	8%	2	24%	11
<b>Number of Respondents</b>	<b>24</b>		<b>45</b>	



## Education Innovation and Research Programs Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>40</b>	<b>44</b>	<b>85</b>	<b>77</b>	<b>104</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>84</b>	<b>84</b>	<b>91</b>	<b>90</b>	<b>91</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	84	82	89	89	92
Responsiveness to your questions	--	--	83	82	90	90	90
Professionalism	--	--	--	93	95	94	95
Sufficiency of legal guidance in responses	--	--	82	83	90	89	90
Communication about changes that may affect your program	--	--	--	87	91	92	88
Consistency of responses with ED staff from different program offices	--	--	81	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	--	85	80	89	87	85
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>69</b>	<b>71</b>	<b>70</b>	<b>74</b>	<b>74</b>
Ability to find specific information	--	--	69	70	72	73	74
Quality of content	--	--	--	71	73	75	78
Ability to accomplish what you want on the site	--	--	68	71	71	74	75
Accuracy of search results	--	--	--	73	71	77	76
Ability to navigate within the site	--	--	69	71	68	74	72
Look and feel/Visual appearance	--	--	--	71	70	74	71
<b>Documents</b>	<b>--</b>	<b>--</b>	<b>74</b>	<b>72</b>	<b>78</b>	<b>83</b>	<b>82</b>
Clarity	--	--	76	74	79	84	82
Organization of information	--	--	75	75	80	84	83
Sufficiency of detail to meet your program needs	--	--	77	71	81	84	82
Relevance to your areas of need	--	--	72	70	75	82	81
Comprehensiveness in addressing the scope of issues that you face	--	--	69	70	76	82	80
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>74</b>	<b>73</b>	<b>75</b>	<b>69</b>
Clarity of reporting requirements	--	--	--	74	75	77	70
Ease of obtaining data you are required to report	--	--	--	73	76	77	71
Ease of submitting report(s) electronically	--	--	--	77	68	69	62
Availability of assistance in completing your report(s)	--	--	--	80	76	82	76
Usefulness of the data to help you improve your grant program/project	--	--	--	75	73	76	70
Your understanding of how ED uses your data	--	--	--	63	65	68	63
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>75</b>	<b>79</b>	<b>84</b>	<b>80</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	82	82	85	84
Enhancing staff skills needed for successful program management	--	--	--	73	76	82	79
Using evidence-based practices in implementing program activities	--	--	--	78	79	83	80
Assistance with developing resource materials for use in the program	--	--	--	71	74	81	77
Creating opportunities to share best practices via learning groups	--	--	--	69	77	86	83
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	85	92	92	83
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--





	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	--	--	75	74	75	79	77
How satisfied are you with ED's products and services	--	--	80	81	82	86	83
How well ED's products and services meet expectations	--	--	74	70	71	76	75
How well ED compares with ideal products and services	--	--	70	69	69	73	73
<b>Trust</b>	--	--	81	84	83	87	85
Level of trust in office to meet your organization's needs	--	--	81	84	83	87	85
<b>Education Innovation and Research Programs</b>							
Assistance in improving your evaluation planning and implementation	--	--	--	86	89	91	89
Customized feedback tailored to my grant's unique challenges and opportunities	--	--	--	--	87	91	89
Connecting with other experts or practitioners working on similar evaluations	--	--	--	74	82	84	79
Assistance in improving project implementation and EIR requirements (AnLar)	--	--	--	--	--	81	78
Connecting with other experts or practitioners working on similar projects	--	--	--	--	--	83	77



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	36%	28	26%	27
Did not receive	64%	49	74%	77
<b>Number of Respondents</b>	<b>77</b>		<b>104</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	52%	40	49%	51
Agree	38%	29	42%	44
Disagree	6%	5	6%	6
Strongly disagree	3%	2	2%	2
Does not apply	1%	1	1%	1
<b>Number of Respondents</b>	<b>77</b>		<b>104</b>	

<b>Job role</b>				
Project/State Director	90%	69	85%	88
School Officer	0%	0	1%	1
Grant Coordinator	8%	6	5%	5
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	1%	1
Administrator	0%	0	2%	2
Other	3%	2	7%	7
<b>Number of Respondents</b>	<b>77</b>		<b>104</b>	

<b>Length of time in role</b>				
Less than one year	16%	12	11%	11
Between 1 - 3 years	44%	34	40%	42
Between 4 - 10 years	26%	20	28%	29
More than 10 years	14%	11	21%	22
<b>Number of Respondents</b>	<b>77</b>		<b>104</b>	



## Educational Opportunity Centers (EOC) Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>69</b>	<b>80</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>78</b>	<b>81</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	--	--	83	83
Responsiveness to your questions	--	--	--	--	--	73	78
Professionalism	--	--	--	--	--	86	86
Sufficiency of legal guidance in responses	--	--	--	--	--	77	79
Communication about changes that may affect your program	--	--	--	--	--	80	79
Consistency of responses with ED staff from different program offices	--	--	--	--	--	73	79
Collaboration with other ED programs or offices in providing relevant services	--	--	--	--	--	75	79
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>71</b>	<b>71</b>
Ability to find specific information	--	--	--	--	--	72	74
Quality of content	--	--	--	--	--	70	69
Ability to accomplish what you want on the site	--	--	--	--	--	71	72
Accuracy of search results	--	--	--	--	--	72	71
Ability to navigate within the site	--	--	--	--	--	71	73
Look and feel/Visual appearance	--	--	--	--	--	68	67
<b>Information in Application Package</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>85</b>	<b>82</b>
Program Purpose	--	--	--	--	--	88	83
Program Priorities	--	--	--	--	--	86	84
Selection Criteria	--	--	--	--	--	86	83
Review Process	--	--	--	--	--	83	82
Budget Information and Forms	--	--	--	--	--	83	79
Deadline for Submission	--	--	--	--	--	89	85
Dollar Limit on Awards	--	--	--	--	--	85	81
Page Limitation Instructions	--	--	--	--	--	82	82
Formatting Instructions	--	--	--	--	--	79	80
Program Contact	--	--	--	--	--	86	81
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>81</b>	<b>78</b>
Clarity of reporting requirements	--	--	--	--	--	83	80
Ease of obtaining data you are required to report	--	--	--	--	--	79	79
Ease of submitting report(s) electronically	--	--	--	--	--	87	85
Availability of assistance in completing your report(s)	--	--	--	--	--	81	76
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	81	78
Your understanding of how ED uses your data	--	--	--	--	--	72	69



	2017	2018	2019	2020	2021	2022	2023
<b>Technical Assistance</b>	--	--	--	--	--	77	78
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	77	78
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	--	--	--	--	--	73	74
How satisfied are you with ED's products and services	--	--	--	--	--	79	77
How well ED's products and services meet expectations	--	--	--	--	--	70	73
How well ED compares with ideal products and services	--	--	--	--	--	68	71
<b>Trust</b>	--	--	--	--	--	79	80
Level of trust in office to meet your organization's needs	--	--	--	--	--	79	80
<b>Educational Opportunity Centers (EOC)</b>							
Responsiveness to your questions	--	--	--	--	--	69	74
Knowledge of relevant legislation, regulations, policies and procedures	--	--	--	--	--	78	79
Ability to resolve issues	--	--	--	--	--	74	77
Use of clear and concise written and verbal communication	--	--	--	--	--	74	79
Timely resolution of general programmatic and/or financial issues	--	--	--	--	--	74	73
Timeliness of the grant award notification	--	--	--	--	--	61	66
Availability of funds with adequate time for implementation	--	--	--	--	--	71	73
Transparency of how funds are distributed among grantees	--	--	--	--	--	82	75
Sufficiency of information provided to keep you informed	--	--	--	--	--	71	78
Frequency of communication	--	--	--	--	--	66	73
Clarity of communication	--	--	--	--	--	71	76



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	38%	26	31%	25
Agree	51%	35	64%	51
Disagree	7%	5	4%	3
Strongly disagree	3%	2	0%	0
Does not apply	1%	1	1%	1
<b>Number of Respondents</b>	<b>69</b>		<b>80</b>	
<b>Job role</b>				
Project/State Director	90%	62	93%	74
School Officer	3%	2	0%	0
Grant Coordinator	4%	3	1%	1
Superintendent	0%	0	0%	0
Business Manager	1%	1	0%	0
President	0%	0	0%	0
Administrator	0%	0	1%	1
Other	1%	1	5%	4
<b>Number of Respondents</b>	<b>69</b>		<b>80</b>	
<b>Length of time in role</b>				
Less than one year	17%	12	9%	7
Between 1 - 3 years	28%	19	39%	31
Between 4 - 10 years	29%	20	28%	22
More than 10 years	26%	18	25%	20
<b>Number of Respondents</b>	<b>69</b>		<b>80</b>	
<b>Preferred method of communication - EOC</b>				
Individual Email	81%	56	81%	65
Blast/Distribution list email	7%	5	11%	9
Telephone	4%	3	4%	3
Webinar	1%	1	3%	2
Other	6%	4	1%	1
<b>Number of Respondents</b>	<b>69</b>		<b>80</b>	



## Elementary and Secondary School Emergency Relief Fund Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>22</b>	<b>26</b>	<b>22</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>69</b>	<b>70</b>	<b>77</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	--	69	73	77
Responsiveness to your questions	--	--	--	--	64	65	72
Professionalism	--	--	--	--	88	86	91
Sufficiency of legal guidance in responses	--	--	--	--	61	62	74
Communication about changes that may affect your program	--	--	--	--	67	65	73
Consistency of responses with ED staff from different program offices	--	--	--	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	--	--	--	63	68	70
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>72</b>	<b>67</b>	<b>64</b>
Ability to find specific information	--	--	--	--	74	68	65
Quality of content	--	--	--	--	76	69	69
Ability to accomplish what you want on the site	--	--	--	--	70	65	59
Accuracy of search results	--	--	--	--	68	67	57
Ability to navigate within the site	--	--	--	--	70	66	63
Look and feel/Visual appearance	--	--	--	--	71	70	71
<b>Documents</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>73</b>	<b>73</b>	<b>72</b>
Clarity	--	--	--	--	73	75	74
Organization of information	--	--	--	--	78	74	76
Sufficiency of detail to meet your program needs	--	--	--	--	70	73	69
Relevance to your areas of need	--	--	--	--	78	76	75
Comprehensiveness in addressing the scope of issues that you face	--	--	--	--	64	65	65
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>39</b>	<b>46</b>	<b>45</b>
Clarity of reporting requirements	--	--	--	--	40	51	55
Ease of obtaining data you are required to report	--	--	--	--	32	33	33
Ease of submitting report(s) electronically	--	--	--	--	43	55	54
Availability of assistance in completing your report(s)	--	--	--	--	44	53	53
Usefulness of the data to help you improve your grant program/project	--	--	--	--	40	46	39
Your understanding of how ED uses your data	--	--	--	--	35	37	35
<b>ACSI</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>57</b>	<b>59</b>	<b>54</b>
How satisfied are you with ED's products and services	--	--	--	--	61	62	62
How well ED's products and services meet expectations	--	--	--	--	55	59	49
How well ED compares with ideal products and services	--	--	--	--	53	56	48
<b>Trust</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>71</b>	<b>67</b>	<b>58</b>
Level of trust in office to meet your organization's needs	--	--	--	--	71	67	58



	2017	2018	2019	2020	2021	2022	2023
<b>Elementary and Secondary School Emergency Relief Fund</b>							
Ability to resolve issues	--	--	--	--	72	68	78
Ability to listen to, accept and act upon your feedback	--	--	--	--	78	72	85
Ability to assist you in defining your needs and requests	--	--	--	--	74	70	80
Use of clear and concise written and verbal communication	--	--	--	--	78	71	79
Helpfulness connecting you to resources and relationships to implement grant	--	--	--	--	76	72	79



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	0%	0	9%	2
Agree	69%	18	45%	10
Disagree	15%	4	27%	6
Strongly disagree	12%	3	18%	4
Does not apply	4%	1	0%	0
<b>Number of Respondents</b>		<b>26</b>		<b>22</b>

<b>Job role</b>				
Project/State Director	81%	21	68%	15
School Officer	0%	0	0%	0
Grant Coordinator	12%	3	18%	4
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	5%	1
Other	8%	2	9%	2
<b>Number of Respondents</b>		<b>26</b>		<b>22</b>

<b>Length of time in role</b>				
Less than one year	23%	6	14%	3
Between 1 - 3 years	38%	10	73%	16
Between 4 - 10 years	15%	4	9%	2
More than 10 years	23%	6	5%	1
<b>Number of Respondents</b>		<b>26</b>		<b>22</b>

<b>Preferred method rank - Individual Email - ESSER</b>				
1st	75%	18	71%	15
2nd	8%	2	19%	4
3rd	17%	4	10%	2
<b>Number of Respondents</b>		<b>24</b>		<b>21</b>

<b>Preferred method rank - Telephone Call - ESSER</b>				
1st	22%	2	0%	0
2nd	11%	1	30%	3
3rd	67%	6	70%	7
<b>Number of Respondents</b>		<b>9</b>		<b>10</b>

<b>Preferred method rank - Monthly Check-in Call - ESSER</b>				
1st	0%	0	15%	3
2nd	0%	0	55%	11
3rd	0%	0	30%	6
<b>Number of Respondents</b>		<b>0</b>		<b>20</b>

<b>Preferred method rank - G5 Bulk Email - ESSER</b>				
1st	23%	3	50%	4
2nd	23%	3	25%	2
3rd	54%	7	25%	2
<b>Number of Respondents</b>		<b>13</b>		<b>8</b>

<b>Preferred method rank - Website - ESSER</b>				
1st	8%	1	0%	0
2nd	50%	6	29%	2
3rd	42%	5	71%	5
<b>Number of Respondents</b>		<b>12</b>		<b>7</b>





	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Greatest need for technical assistance - ESSER~</b>				
Allowable uses of funds	15%	4	45%	10
Reporting requirements	69%	18	50%	11
Subrecipient monitoring	58%	15	23%	5
Timelines for grant requirements	15%	4	14%	3
Understanding difference requirements between programs	8%	2	18%	4
Promising practices	31%	8	32%	7
Data Usage for Continuous Improvement	0%	0	9%	2
Other	4%	1	9%	2
<b>Number of Respondents</b>	<b>26</b>		<b>22</b>	



## English Language Acquisition State Grants (Title III, Part A) Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>20</b>	<b>24</b>	<b>21</b>	<b>26</b>	<b>38</b>	<b>40</b>	<b>46</b>
<b>ED Staff/Coordination</b>	<b>76</b>	<b>84</b>	<b>74</b>	<b>79</b>	<b>82</b>	<b>80</b>	<b>80</b>
Knowledge of relevant legislation, regulations, policies, and procedures	85	85	73	82	86	83	85
Responsiveness to your questions	70	83	73	71	76	76	74
Professionalism	--	--	--	92	96	92	90
Sufficiency of legal guidance in responses	79	86	75	75	78	76	75
Communication about changes that may affect your program	--	--	--	75	77	81	83
Consistency of responses with ED staff from different program offices	71	82	71	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	74	85	68	73	77	68	77
<b>Online Resources</b>	<b>60</b>	<b>68</b>	<b>61</b>	<b>70</b>	<b>72</b>	<b>64</b>	<b>61</b>
Ability to find specific information	59	67	62	69	71	62	61
Quality of content	--	--	--	73	73	66	66
Ability to accomplish what you want on the site	59	66	59	71	69	62	60
Accuracy of search results	--	--	--	68	66	64	58
Ability to navigate within the site	60	66	60	68	71	62	60
Look and feel/Visual appearance	--	--	--	69	75	68	61
<b>Documents</b>	<b>62</b>	<b>69</b>	<b>72</b>	<b>76</b>	<b>77</b>	<b>73</b>	<b>74</b>
Clarity	63	69	75	78	77	75	77
Organization of information	68	71	75	79	80	76	77
Sufficiency of detail to meet your program needs	55	68	71	72	73	69	71
Relevance to your areas of need	65	72	75	79	77	76	77
Comprehensiveness in addressing the scope of issues that you face	57	66	64	68	70	67	72
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>65</b>	<b>66</b>	<b>68</b>	<b>66</b>
Clarity of reporting requirements	--	--	--	65	71	67	71
Ease of obtaining data you are required to report	--	--	--	65	67	65	65
Ease of submitting report(s) electronically	--	--	--	78	81	77	81
Availability of assistance in completing your report(s)	--	--	--	69	73	73	75
Usefulness of the data to help you improve your grant program/project	--	--	--	65	62	63	59
Your understanding of how ED uses your data	--	--	--	56	55	64	60
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>66</b>	<b>69</b>	<b>64</b>	<b>65</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	74	76	67	71
Enhancing staff skills needed for successful program management	--	--	--	66	72	64	65
Using evidence-based practices in implementing program activities	--	--	--	64	67	64	64
Assistance with developing resource materials for use in the program	--	--	--	56	63	62	60
Creating opportunities to share best practices via learning groups	--	--	--	57	58	58	63
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	83	83	81	91
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	<b>57</b>	<b>68</b>	<b>61</b>	<b>63</b>	<b>63</b>	<b>59</b>	<b>63</b>
How satisfied are you with ED's products and services	61	73	67	69	69	64	69
How well ED's products and services meet expectations	54	66	61	59	61	58	62
How well ED compares with ideal products and services	54	63	53	60	57	54	57
<b>Trust</b>	<b>--</b>	<b>--</b>	<b>63</b>	<b>69</b>	<b>69</b>	<b>71</b>	<b>72</b>
Level of trust in office to meet your organization's needs	--	--	63	69	69	71	72
<b>English Language Acquisition State Grants (Title III, Part A)</b>							
Provides assistance that enhances capacity to implement	74	76	62	65	65	69	71
Provides support that is responsive to my State's needs to implement	65	70	64	62	64	67	69
Helps address implementation challenges	66	73	63	63	64	68	68
Provides information about key changes to requirements	72	77	73	75	75	68	75



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	40%	16	30%	14
Did not receive	60%	24	70%	32
<b>Number of Respondents</b>	<b>40</b>		<b>46</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	5%	2	24%	11
Agree	73%	29	54%	25
Disagree	20%	8	20%	9
Strongly disagree	3%	1	0%	0
Does not apply	0%	0	2%	1
<b>Number of Respondents</b>	<b>40</b>		<b>46</b>	

<b>Job role</b>				
Project/State Director	75%	30	80%	37
School Officer	0%	0	0%	0
Grant Coordinator	10%	4	15%	7
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	0%	0
Other	15%	6	4%	2
<b>Number of Respondents</b>	<b>40</b>		<b>46</b>	

<b>Length of time in role</b>				
Less than one year	15%	6	9%	4
Between 1 - 3 years	25%	10	37%	17
Between 4 - 10 years	45%	18	41%	19
More than 10 years	15%	6	13%	6
<b>Number of Respondents</b>	<b>40</b>		<b>46</b>	



## Foreign Language and Area Studies Fellowships (FLAS) Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>92</b>	<b>47</b>	<b>41</b>	<b>34</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>96</b>	<b>96</b>	<b>94</b>	<b>93</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	98	96	95	96
Responsiveness to your questions	--	--	--	97	97	95	94
Professionalism	--	--	--	98	98	96	97
Sufficiency of legal guidance in responses	--	--	--	96	96	92	94
Communication about changes that may affect your program	--	--	--	94	95	94	90
Consistency of responses with ED staff from different program offices	--	--	--	93	92	90	90
Collaboration with other ED programs or offices in providing relevant services	--	--	--	94	94	91	89
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>72</b>	<b>75</b>	<b>78</b>	<b>77</b>
Ability to find specific information	--	--	--	74	79	79	77
Quality of content	--	--	--	75	79	81	81
Ability to accomplish what you want on the site	--	--	--	73	74	80	80
Accuracy of search results	--	--	--	74	77	80	77
Ability to navigate within the site	--	--	--	71	74	75	77
Look and feel/Visual appearance	--	--	--	66	72	73	69
<b>Information in Application Package</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>86</b>	<b>87</b>	<b>86</b>	<b>86</b>
Program Purpose	--	--	--	86	88	85	88
Program Priorities	--	--	--	86	88	90	86
Selection Criteria	--	--	--	85	84	85	82
Review Process	--	--	--	78	83	79	78
Budget Information and Forms	--	--	--	80	83	80	85
Deadline for Submission	--	--	--	91	91	89	93
Dollar Limit on Awards	--	--	--	87	87	84	86
Page Limitation Instructions	--	--	--	87	89	84	86
Formatting Instructions	--	--	--	83	86	83	87
Program Contact	--	--	--	92	93	94	92
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>71</b>	<b>73</b>	<b>75</b>	<b>72</b>
Clarity of reporting requirements	--	--	--	80	83	85	82
Ease of obtaining data you are required to report	--	--	--	63	65	67	61
Ease of submitting report(s) electronically	--	--	--	80	79	83	81
Availability of assistance in completing your report(s)	--	--	--	78	81	83	84
Usefulness of the data to help you improve your grant program/project	--	--	--	68	67	73	63
Your understanding of how ED uses your data	--	--	--	58	59	56	57



	2017	2018	2019	2020	2021	2022	2023
<b>Technical Assistance</b>	--	--	--	92	93	88	87
TA services provided in helping successfully implement grant programs/projects	--	--	--	92	93	88	87
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	--	--	--	83	81	80	78
How satisfied are you with ED's products and services	--	--	--	89	88	89	86
How well ED's products and services meet expectations	--	--	--	80	78	73	75
How well ED compares with ideal products and services	--	--	--	78	74	76	72
<b>Trust</b>	--	--	--	91	91	89	90
Level of trust in office to meet your organization's needs	--	--	--	91	91	89	90
<b>Foreign Language and Area Studies Fellowships (FLAS)</b>							
Responsiveness to your questions	--	--	--	95	98	95	93
Knowledge of relevant legislation, regulations, policies and procedures	--	--	--	95	96	94	94
Ability to resolve issues	--	--	--	95	98	94	95
Use of clear and concise written and verbal communication	--	--	--	95	97	94	94
Timely resolution of general programmatic and/or financial issues	--	--	--	95	96	93	94
Timeliness of the grant award notification	--	--	--	72	79	60	66
Availability of funds with adequate time for implementation	--	--	--	73	76	56	64
Transparency of how funds are distributed among grantees	--	--	--	84	83	79	78
Sufficiency of information provided to keep you informed	--	--	--	92	95	91	87
Frequency of communication	--	--	--	89	94	89	86
Clarity of communication	--	--	--	92	96	92	90
Supports instruction in fields needed to provide full understanding	--	--	--	94	93	91	91
Supports work in language aspects of professional and other fields of study	--	--	--	94	94	93	91
Supports research and training in international studies	--	--	--	95	93	91	91
Teaching of any modern foreign language	--	--	--	95	92	93	92
Instruction in fields needed to provide full understanding	--	--	--	94	93	93	94
Research and training in international studies	--	--	--	93	93	93	93
Language aspects of professional and other fields of study	--	--	--	93	92	94	91
Instruction and research on issues in world affairs	--	--	--	93	94	94	93



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	68%	28	62%	21
Agree	27%	11	35%	12
Disagree	5%	2	3%	1
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
<b>Number of Respondents</b>		<b>41</b>		<b>34</b>

<b>Job role</b>				
Project/State Director	68%	28	53%	18
School Officer	0%	0	6%	2
Grant Coordinator	22%	9	18%	6
Superintendent	0%	0	0%	0
Business Manager	2%	1	3%	1
President	0%	0	0%	0
Administrator	0%	0	15%	5
Other	7%	3	6%	2
<b>Number of Respondents</b>		<b>41</b>		<b>34</b>

<b>Length of time in role</b>				
Less than one year	12%	5	12%	4
Between 1 - 3 years	29%	12	18%	6
Between 4 - 10 years	39%	16	44%	15
More than 10 years	20%	8	26%	9
<b>Number of Respondents</b>		<b>41</b>		<b>34</b>

<b>Preferred method of communication - FLAS</b>				
Individual Email	88%	36	94%	32
Blast/Distribution list email	7%	3	0%	0
Telephone	2%	1	3%	1
Webinar	2%	1	0%	0
Other	0%	0	3%	1
<b>Number of Respondents</b>		<b>41</b>		<b>34</b>



## Full-Service Community Schools (ESEA IV-F-2, section 4625) Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>26</b>	<b>22</b>	<b>37</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>87</b>	<b>78</b>	<b>67</b>	<b>86</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	93	83	83	89
Responsiveness to your questions	--	--	--	85	72	57	85
Professionalism	--	--	--	92	86	73	90
Sufficiency of legal guidance in responses	--	--	--	81	76	66	83
Communication about changes that may affect your program	--	--	--	86	72	62	85
Consistency of responses with ED staff from different program offices	--	--	--	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	--	--	87	70	62	76
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>78</b>	<b>68</b>	<b>52</b>	<b>65</b>
Ability to find specific information	--	--	--	78	61	50	63
Quality of content	--	--	--	81	70	49	66
Ability to accomplish what you want on the site	--	--	--	80	70	51	65
Accuracy of search results	--	--	--	80	70	50	66
Ability to navigate within the site	--	--	--	79	71	55	67
Look and feel/Visual appearance	--	--	--	76	72	54	65
<b>Documents</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>85</b>	<b>66</b>	<b>60</b>	<b>79</b>
Clarity	--	--	--	85	66	65	80
Organization of information	--	--	--	84	69	61	81
Sufficiency of detail to meet your program needs	--	--	--	82	65	58	80
Relevance to your areas of need	--	--	--	90	70	63	80
Comprehensiveness in addressing the scope of issues that you face	--	--	--	89	63	55	77
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>71</b>	<b>68</b>	<b>58</b>	<b>71</b>
Clarity of reporting requirements	--	--	--	70	64	61	76
Ease of obtaining data you are required to report	--	--	--	70	65	58	68
Ease of submitting report(s) electronically	--	--	--	60	78	64	65
Availability of assistance in completing your report(s)	--	--	--	77	72	53	75
Usefulness of the data to help you improve your grant program/project	--	--	--	77	71	66	74
Your understanding of how ED uses your data	--	--	--	70	58	44	66
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>78</b>	<b>63</b>	<b>54</b>	<b>74</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	83	71	60	77
Enhancing staff skills needed for successful program management	--	--	--	80	69	52	76
Using evidence-based practices in implementing program activities	--	--	--	80	69	56	75
Assistance with developing resource materials for use in the program	--	--	--	76	58	47	73
Creating opportunities to share best practices via learning groups	--	--	--	73	56	55	74
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	78	67	50	86
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--





	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	--	--	--	79	66	54	73
How satisfied are you with ED's products and services	--	--	--	85	73	59	78
How well ED's products and services meet expectations	--	--	--	77	63	52	72
How well ED compares with ideal products and services	--	--	--	73	59	52	68
<b>Trust</b>	--	--	--	85	77	62	79
Level of trust in office to meet your organization's needs	--	--	--	85	77	62	79
<b>Full-Service Community Schools (ESEA IV-F-2, section 4625)</b>							
ED Program Contacts quality of assistance	--	--	--	100	94	70	88



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	9%	2	19%	7
Did not receive	91%	20	81%	30
<b>Number of Respondents</b>		<b>22</b>		<b>37</b>

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	18%	4	24%	9
Agree	45%	10	70%	26
Disagree	27%	6	0%	0
Strongly disagree	5%	1	0%	0
Does not apply	5%	1	5%	2
<b>Number of Respondents</b>		<b>22</b>		<b>37</b>

<b>Job role</b>				
Project/State Director	77%	17	84%	31
School Officer	0%	0	0%	0
Grant Coordinator	14%	3	11%	4
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	5%	2
Other	9%	2	0%	0
<b>Number of Respondents</b>		<b>22</b>		<b>37</b>

<b>Length of time in role</b>				
Less than one year	14%	3	11%	4
Between 1 - 3 years	64%	14	41%	15
Between 4 - 10 years	18%	4	41%	15
More than 10 years	5%	1	8%	3
<b>Number of Respondents</b>		<b>22</b>		<b>37</b>

<b>Asked for assistance not related to fiscal or grant administration issues - FSCS</b>				
Asked for assistance	27%	6	32%	12
Did not ask	73%	16	68%	25
<b>Number of Respondents</b>		<b>22</b>		<b>37</b>

<b>Preferred method rank - Email communication - FSCS~</b>				
1st	0%	0	91%	32
2nd	0%	0	6%	2
3rd	0%	0	3%	1
<b>Number of Respondents</b>		<b>0</b>		<b>35</b>

<b>Preferred method rank - Phone-Conference Call - FSCS~</b>				
1st	0%	0	8%	2
2nd	0%	0	72%	18
3rd	0%	0	20%	5
<b>Number of Respondents</b>		<b>0</b>		<b>25</b>

<b>Preferred method rank - Written guidance - FSCS~</b>				
2nd	0%	0	45%	5
3rd	0%	0	55%	6
<b>Number of Respondents</b>		<b>0</b>		<b>11</b>



	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Preferred method rank - Annual meetings-conferences - FSCS~</b>				
1st	0%	0	13%	3
2nd	0%	0	13%	3
3rd	0%	0	74%	17
<b>Number of Respondents</b>	<b>0</b>		<b>23</b>	

<b>Preferred method rank - In-person training - FSCS~</b>				
2nd	0%	0	43%	6
3rd	0%	0	57%	8
<b>Number of Respondents</b>	<b>0</b>		<b>14</b>	

<b>Preferred method rank - Website - FSCS~</b>				
2nd	0%	0	100%	3
3rd	0%	0	0%	0
<b>Number of Respondents</b>	<b>0</b>		<b>3</b>	

<b>TA content most useful - FSCS~</b>				
Federal project management	0%	0	32%	12
Federal grant fiscal management	0%	0	46%	17
Federal grant monitoring	0%	0	27%	10
FSCS grant requirements	0%	0	51%	19
Leveraging alignment, integration and sustainability	0%	0	51%	19
Promising practices	0%	0	49%	18
Other	0%	0	3%	1
<b>Number of Respondents</b>	<b>0</b>		<b>37</b>	



## GEAR UP - Historical Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>64</b>	<b>104</b>
<b>ED Staff/Coordination</b>	--	--	--	--	--	<b>84</b>	<b>86</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	--	--	85	84
Responsiveness to your questions	--	--	--	--	--	84	85
Professionalism	--	--	--	--	--	92	93
Sufficiency of legal guidance in responses	--	--	--	--	--	83	85
Communication about changes that may affect your program	--	--	--	--	--	84	85
Consistency of responses with ED staff from different program offices	--	--	--	--	--	78	82
Collaboration with other ED programs or offices in providing relevant services	--	--	--	--	--	79	81
<b>Online Resources</b>	--	--	--	--	--	<b>70</b>	<b>70</b>
Ability to find specific information	--	--	--	--	--	71	71
Quality of content	--	--	--	--	--	71	69
Ability to accomplish what you want on the site	--	--	--	--	--	70	70
Accuracy of search results	--	--	--	--	--	71	71
Ability to navigate within the site	--	--	--	--	--	72	70
Look and feel/Visual appearance	--	--	--	--	--	67	65
<b>Information in Application Package</b>	--	--	--	--	--	<b>82</b>	<b>84</b>
Program Purpose	--	--	--	--	--	85	85
Program Priorities	--	--	--	--	--	84	84
Selection Criteria	--	--	--	--	--	82	81
Review Process	--	--	--	--	--	73	80
Budget Information and Forms	--	--	--	--	--	79	83
Deadline for Submission	--	--	--	--	--	87	88
Dollar Limit on Awards	--	--	--	--	--	82	86
Page Limitation Instructions	--	--	--	--	--	83	82
Formatting Instructions	--	--	--	--	--	81	81
Program Contact	--	--	--	--	--	84	88
<b>Grant Performance Reporting Requirements</b>	--	--	--	--	--	<b>74</b>	<b>75</b>
Clarity of reporting requirements	--	--	--	--	--	78	77
Ease of obtaining data you are required to report	--	--	--	--	--	73	71
Ease of submitting report(s) electronically	--	--	--	--	--	81	84
Availability of assistance in completing your report(s)	--	--	--	--	--	75	78
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	74	77
Your understanding of how ED uses your data	--	--	--	--	--	61	62



	2017	2018	2019	2020	2021	2022	2023
<b>Technical Assistance</b>	--	--	--	--	--	76	75
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	76	75
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	--	--	--	--	--	74	72
How satisfied are you with ED's products and services	--	--	--	--	--	78	78
How well ED's products and services meet expectations	--	--	--	--	--	72	69
How well ED compares with ideal products and services	--	--	--	--	--	70	68
<b>Trust</b>	--	--	--	--	--	80	79
Level of trust in office to meet your organization's needs	--	--	--	--	--	80	79
<b>GEAR UP</b>							
Responsiveness to your questions	--	--	--	--	--	84	83
Knowledge of relevant legislation, regulations, policies and procedures	--	--	--	--	--	80	81
Ability to resolve issues	--	--	--	--	--	80	83
Use of clear and concise written and verbal communication	--	--	--	--	--	85	85
Timely resolution of general programmatic and/or financial issues	--	--	--	--	--	82	83
Timeliness of the grant award notification	--	--	--	--	--	74	75
Availability of funds with adequate time for implementation	--	--	--	--	--	77	77
Transparency of how funds are distributed among grantees	--	--	--	--	--	73	72
Sufficiency of information provided to keep you informed	--	--	--	--	--	80	82
Frequency of communication	--	--	--	--	--	77	79
Clarity of communication	--	--	--	--	--	79	83



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	28%	18	34%	35
Agree	61%	39	55%	57
Disagree	8%	5	8%	8
Strongly disagree	2%	1	3%	3
Does not apply	2%	1	1%	1
<b>Number of Respondents</b>		<b>64</b>		<b>104</b>

<b>Job role</b>				
Project/State Director	94%	60	91%	95
School Officer	0%	0	0%	0
Grant Coordinator	3%	2	2%	2
Superintendent	2%	1	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	7%	7
Other	2%	1	0%	0
<b>Number of Respondents</b>		<b>64</b>		<b>104</b>

<b>Length of time in role</b>				
Less than one year	17%	11	17%	18
Between 1 - 3 years	23%	15	25%	26
Between 4 - 10 years	41%	26	35%	36
More than 10 years	19%	12	23%	24
<b>Number of Respondents</b>		<b>64</b>		<b>104</b>

<b>Preferred method of communication - GEAR UP</b>				
Individual Email	86%	55	87%	90
Blast/Distribution list email	8%	5	5%	5
Telephone	2%	1	2%	2
Webinar	3%	2	4%	4
Other	2%	1	3%	3
<b>Number of Respondents</b>		<b>64</b>		<b>104</b>



## Graduate Assistance in Areas of National Need (GAANN) Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>52</b>	<b>0</b>	<b>55</b>	<b>61</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>95</b>	<b>--</b>	<b>88</b>	<b>87</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	96	--	91	90
Responsiveness to your questions	--	--	--	95	--	83	86
Professionalism	--	--	--	96	--	94	91
Sufficiency of legal guidance in responses	--	--	--	94	--	87	86
Communication about changes that may affect your program	--	--	--	94	--	90	88
Consistency of responses with ED staff from different program offices	--	--	--	97	--	88	89
Collaboration with other ED programs or offices in providing relevant services	--	--	--	97	--	88	81
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>81</b>	<b>--</b>	<b>74</b>	<b>73</b>
Ability to find specific information	--	--	--	81	--	72	70
Quality of content	--	--	--	81	--	71	69
Ability to accomplish what you want on the site	--	--	--	82	--	73	72
Accuracy of search results	--	--	--	81	--	79	76
Ability to navigate within the site	--	--	--	80	--	76	74
Look and feel/Visual appearance	--	--	--	78	--	74	71
<b>Information in Application Package</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>91</b>	<b>--</b>	<b>88</b>	<b>87</b>
Program Purpose	--	--	--	91	--	89	90
Program Priorities	--	--	--	89	--	89	86
Selection Criteria	--	--	--	88	--	85	86
Review Process	--	--	--	89	--	80	83
Budget Information and Forms	--	--	--	86	--	81	84
Deadline for Submission	--	--	--	94	--	91	89
Dollar Limit on Awards	--	--	--	90	--	92	86
Page Limitation Instructions	--	--	--	94	--	91	91
Formatting Instructions	--	--	--	89	--	91	89
Program Contact	--	--	--	95	--	94	89
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>83</b>	<b>--</b>	<b>73</b>	<b>79</b>
Clarity of reporting requirements	--	--	--	86	--	75	83
Ease of obtaining data you are required to report	--	--	--	79	--	69	79
Ease of submitting report(s) electronically	--	--	--	92	--	88	86
Availability of assistance in completing your report(s)	--	--	--	85	--	73	81
Usefulness of the data to help you improve your grant program/project	--	--	--	81	--	74	78
Your understanding of how ED uses your data	--	--	--	75	--	61	68



	2017	2018	2019	2020	2021	2022	2023
<b>Technical Assistance</b>	--	--	--	91	--	81	82
TA services provided in helping successfully implement grant programs/projects	--	--	--	91	--	81	82
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	--	--	--	86	--	76	75
How satisfied are you with ED's products and services	--	--	--	94	--	81	81
How well ED's products and services meet expectations	--	--	--	82	--	74	73
How well ED compares with ideal products and services	--	--	--	80	--	72	71
<b>Trust</b>	--	--	--	95	--	81	83
Level of trust in office to meet your organization's needs	--	--	--	95	--	81	83
<b>Graduate Assistance in Areas of National Need (GAANN)</b>							
Responsiveness to your questions	--	--	--	96	--	82	86
Knowledge of relevant legislation, regulations, policies and procedures	--	--	--	96	--	85	88
Ability to resolve issues	--	--	--	93	--	84	87
Use of clear and concise written and verbal communication	--	--	--	93	--	86	87
Timely resolution of general programmatic and/or financial issues	--	--	--	95	--	83	88
Timeliness of the grant award notification	--	--	--	87	--	76	79
Availability of funds with adequate time for implementation	--	--	--	73	--	60	66
Transparency of how funds are distributed among grantees	--	--	--	91	--	82	80
Sufficiency of information provided to keep you informed	--	--	--	91	--	81	81
Frequency of communication	--	--	--	91	--	79	78
Clarity of communication	--	--	--	93	--	82	82





## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	51%	28	52%	32
Agree	38%	21	41%	25
Disagree	7%	4	5%	3
Strongly disagree	4%	2	2%	1
Does not apply	0%	0	0%	0
<b>Number of Respondents</b>		<b>55</b>		<b>61</b>

<b>Job role</b>				
Project/State Director	87%	48	70%	43
School Officer	0%	0	0%	0
Grant Coordinator	5%	3	11%	7
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	3%	2
Other	7%	4	15%	9
<b>Number of Respondents</b>		<b>55</b>		<b>61</b>

<b>Length of time in role</b>				
Less than one year	27%	15	10%	6
Between 1 - 3 years	29%	16	33%	20
Between 4 - 10 years	24%	13	25%	15
More than 10 years	20%	11	33%	20
<b>Number of Respondents</b>		<b>55</b>		<b>61</b>

<b>Preferred method of communication - GAANN</b>				
Individual Email	84%	46	90%	55
Blast/Distribution list email	7%	4	3%	2
Telephone	2%	1	0%	0
Webinar	2%	1	2%	1
Other	5%	3	5%	3
<b>Number of Respondents</b>		<b>55</b>		<b>61</b>



## Grants for State Assessments Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>17</b>	<b>32</b>	<b>32</b>	<b>29</b>	<b>32</b>	<b>32</b>	<b>35</b>
<b>ED Staff/Coordination</b>	<b>73</b>	<b>82</b>	<b>84</b>	<b>92</b>	<b>88</b>	<b>90</b>	<b>89</b>
Knowledge of relevant legislation, regulations, policies, and procedures	75	84	87	94	91	93	91
Responsiveness to your questions	70	86	82	94	90	89	91
Professionalism	--	--	--	96	94	94	94
Sufficiency of legal guidance in responses	71	82	83	90	83	87	84
Communication about changes that may affect your program	--	--	--	88	85	84	86
Consistency of responses with ED staff from different program offices	69	81	72	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	70	78	77	87	82	85	83
<b>Online Resources</b>	<b>64</b>	<b>70</b>	<b>74</b>	<b>76</b>	<b>76</b>	<b>71</b>	<b>63</b>
Ability to find specific information	61	63	74	76	76	68	62
Quality of content	--	--	--	80	77	72	66
Ability to accomplish what you want on the site	64	67	73	75	75	72	62
Accuracy of search results	--	--	--	74	76	67	62
Ability to navigate within the site	63	66	70	71	76	70	59
Look and feel/Visual appearance	--	--	--	74	76	72	65
<b>Documents</b>	<b>69</b>	<b>76</b>	<b>80</b>	<b>84</b>	<b>82</b>	<b>84</b>	<b>80</b>
Clarity	71	76	79	84	81	85	82
Organization of information	69	79	81	85	84	84	82
Sufficiency of detail to meet your program needs	66	73	80	83	81	84	80
Relevance to your areas of need	71	77	82	86	87	85	81
Comprehensiveness in addressing the scope of issues that you face	66	71	80	81	78	83	76
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>81</b>	<b>76</b>	<b>79</b>	<b>72</b>
Clarity of reporting requirements	--	--	--	83	78	81	73
Ease of obtaining data you are required to report	--	--	--	80	76	77	74
Ease of submitting report(s) electronically	--	--	--	85	79	84	79
Availability of assistance in completing your report(s)	--	--	--	86	81	82	78
Usefulness of the data to help you improve your grant program/project	--	--	--	79	74	76	70
Your understanding of how ED uses your data	--	--	--	73	73	73	60
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>83</b>	<b>81</b>	<b>81</b>	<b>78</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	87	88	89	84
Enhancing staff skills needed for successful program management	--	--	--	84	80	81	73
Using evidence-based practices in implementing program activities	--	--	--	85	79	76	77
Assistance with developing resource materials for use in the program	--	--	--	81	80	73	74
Creating opportunities to share best practices via learning groups	--	--	--	81	78	72	69
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	83	61	87	81
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	<b>63</b>	<b>66</b>	<b>75</b>	<b>76</b>	<b>77</b>	<b>74</b>	<b>73</b>
How satisfied are you with ED's products and services	68	74	80	83	83	81	80
How well ED's products and services meet expectations	61	62	72	73	75	72	72
How well ED compares with ideal products and services	58	60	70	70	71	69	67
<b>Trust</b>	<b>--</b>	<b>--</b>	<b>78</b>	<b>86</b>	<b>81</b>	<b>83</b>	<b>80</b>
Level of trust in office to meet your organization's needs	--	--	78	86	81	83	80
<b>Grants for State Assessments</b>							
Provides assistance that enhances capacity to implement	68	69	77	79	77	80	80
Provides support that is responsive to my State's needs to implement	67	69	80	84	79	82	81
Helps address implementation challenges	60	66	75	83	79	82	79
Provides information about key changes to requirements	71	72	82	83	82	82	82



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	25%	8	29%	10
Did not receive	75%	24	71%	25
<b>Number of Respondents</b>	<b>32</b>		<b>35</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	41%	13	46%	16
Agree	50%	16	43%	15
Disagree	6%	2	3%	1
Strongly disagree	0%	0	9%	3
Does not apply	3%	1	0%	0
<b>Number of Respondents</b>	<b>32</b>		<b>35</b>	

<b>Job role</b>				
Project/State Director	97%	31	91%	32
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	0%	0
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	3%	1
Other	3%	1	6%	2
<b>Number of Respondents</b>	<b>32</b>		<b>35</b>	

<b>Length of time in role</b>				
Less than one year	9%	3	6%	2
Between 1 - 3 years	22%	7	23%	8
Between 4 - 10 years	47%	15	57%	20
More than 10 years	22%	7	14%	5
<b>Number of Respondents</b>	<b>32</b>		<b>35</b>	



## Group Projects Abroad Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>25</b>	<b>0</b>	<b>10</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>95</b>	<b>91</b>	<b>--</b>	<b>96</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	96	94	--	98
Responsiveness to your questions	--	--	--	93	92	--	96
Professionalism	--	--	--	98	96	--	99
Sufficiency of legal guidance in responses	--	--	--	92	89	--	99
Communication about changes that may affect your program	--	--	--	93	91	--	97
Consistency of responses with ED staff from different program offices	--	--	--	95	92	--	87
Collaboration with other ED programs or offices in providing relevant services	--	--	--	98	86	--	91
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>79</b>	<b>79</b>	<b>--</b>	<b>74</b>
Ability to find specific information	--	--	--	79	78	--	73
Quality of content	--	--	--	81	81	--	73
Ability to accomplish what you want on the site	--	--	--	78	78	--	77
Accuracy of search results	--	--	--	79	89	--	76
Ability to navigate within the site	--	--	--	79	77	--	73
Look and feel/Visual appearance	--	--	--	77	70	--	72
<b>Information in Application Package</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>91</b>	<b>91</b>	<b>--</b>	<b>89</b>
Program Purpose	--	--	--	91	90	--	86
Program Priorities	--	--	--	91	92	--	88
Selection Criteria	--	--	--	89	89	--	87
Review Process	--	--	--	88	87	--	80
Budget Information and Forms	--	--	--	82	83	--	78
Deadline for Submission	--	--	--	96	98	--	97
Dollar Limit on Awards	--	--	--	93	96	--	96
Page Limitation Instructions	--	--	--	93	95	--	96
Formatting Instructions	--	--	--	88	87	--	88
Program Contact	--	--	--	96	94	--	96
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>81</b>	<b>72</b>	<b>--</b>	<b>73</b>
Clarity of reporting requirements	--	--	--	81	71	--	72
Ease of obtaining data you are required to report	--	--	--	81	72	--	71
Ease of submitting report(s) electronically	--	--	--	85	81	--	72
Availability of assistance in completing your report(s)	--	--	--	84	80	--	75
Usefulness of the data to help you improve your grant program/project	--	--	--	82	80	--	74
Your understanding of how ED uses your data	--	--	--	70	60	--	64



	2017	2018	2019	2020	2021	2022	2023
<b>Technical Assistance</b>	--	--	--	91	94	--	95
TA services provided in helping successfully implement grant programs/projects	--	--	--	91	94	--	95
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	--	--	--	86	84	--	87
How satisfied are you with ED's products and services	--	--	--	89	88	--	90
How well ED's products and services meet expectations	--	--	--	85	84	--	89
How well ED compares with ideal products and services	--	--	--	84	80	--	81
<b>Trust</b>	--	--	--	96	92	--	91
Level of trust in office to meet your organization's needs	--	--	--	96	92	--	91
<b>Group Projects Abroad Program</b>							
Responsiveness to your questions	--	--	--	91	89	--	96
Knowledge of relevant legislation, regulations, policies and procedures	--	--	--	93	92	--	98
Ability to resolve issues	--	--	--	94	91	--	99
Use of clear and concise written and verbal communication	--	--	--	92	92	--	98
Timely resolution of general programmatic and/or financial issues	--	--	--	92	91	--	98
Timeliness of the grant award notification	--	--	--	92	90	--	96
Availability of funds with adequate time for implementation	--	--	--	95	89	--	96
Transparency of how funds are distributed among grantees	--	--	--	90	82	--	96
Sufficiency of information provided to keep you informed	--	--	--	92	88	--	94
Frequency of communication	--	--	--	87	85	--	90
Clarity of communication	--	--	--	90	89	--	90
Teaching of any modern foreign language	--	--	--	92	90	--	96
Instruction in fields needed to provide full understanding	--	--	--	96	95	--	96
Research and training in international studies	--	--	--	92	94	--	96
Language aspects of professional and other fields of study	--	--	--	93	94	--	94
Instruction and research on issues in world affairs	--	--	--	95	95	--	96



## Demographic Table

Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	80%	8
Agree	0%	0	20%	2
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	0		10	
Job role				
Project/State Director	0%	0	70%	7
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	10%	1
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	0%	0
Other	0%	0	20%	2
Number of Respondents	0		10	
Length of time in role				
Less than one year	0%	0	10%	1
Between 1 - 3 years	0%	0	20%	2
Between 4 - 10 years	0%	0	10%	1
More than 10 years	0%	0	60%	6
Number of Respondents	0		10	
Preferred method of communication - GPA				
Individual Email	0%	0	100%	10
Telephone	0%	0	0%	0
Other	0%	0	0%	0
Number of Respondents	0		10	



## High School Equivalency Program - Migrant Education Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>34</b>	<b>37</b>	<b>0</b>	<b>39</b>	<b>41</b>	<b>40</b>	<b>48</b>
<b>ED Staff/Coordination</b>	<b>89</b>	<b>92</b>	<b>--</b>	<b>93</b>	<b>91</b>	<b>94</b>	<b>93</b>
Knowledge of relevant legislation, regulations, policies, and procedures	90	92	--	94	94	95	92
Responsiveness to your questions	89	93	--	87	85	94	94
Professionalism	--	--	--	97	97	98	97
Sufficiency of legal guidance in responses	89	93	--	92	88	92	91
Communication about changes that may affect your program	--	--	--	93	92	95	94
Consistency of responses with ED staff from different program offices	87	91	--	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	92	89	--	91	89	89	90
<b>Online Resources</b>	<b>80</b>	<b>77</b>	<b>--</b>	<b>83</b>	<b>85</b>	<b>83</b>	<b>80</b>
Ability to find specific information	79	71	--	84	84	83	80
Quality of content	--	--	--	85	87	81	81
Ability to accomplish what you want on the site	81	74	--	83	83	82	80
Accuracy of search results	--	--	--	83	89	85	80
Ability to navigate within the site	79	77	--	80	83	84	80
Look and feel/Visual appearance	--	--	--	83	85	83	76
<b>Documents</b>	<b>84</b>	<b>84</b>	<b>--</b>	<b>90</b>	<b>90</b>	<b>91</b>	<b>91</b>
Clarity	84	83	--	91	91	91	93
Organization of information	86	82	--	91	92	91	92
Sufficiency of detail to meet your program needs	84	85	--	89	90	91	91
Relevance to your areas of need	86	85	--	92	91	92	91
Comprehensiveness in addressing the scope of issues that you face	83	84	--	87	88	91	89
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>91</b>	<b>92</b>	<b>93</b>	<b>91</b>
Clarity of reporting requirements	--	--	--	91	93	94	92
Ease of obtaining data you are required to report	--	--	--	90	92	91	90
Ease of submitting report(s) electronically	--	--	--	92	96	96	93
Availability of assistance in completing your report(s)	--	--	--	94	91	95	94
Usefulness of the data to help you improve your grant program/project	--	--	--	88	91	91	90
Your understanding of how ED uses your data	--	--	--	91	90	89	86
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>86</b>	<b>88</b>	<b>87</b>	<b>88</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	91	90	91	93
Enhancing staff skills needed for successful program management	--	--	--	86	88	87	88
Using evidence-based practices in implementing program activities	--	--	--	82	85	84	85
Assistance with developing resource materials for use in the program	--	--	--	83	85	84	87
Creating opportunities to share best practices via learning groups	--	--	--	89	90	88	86
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	94	96	93	100
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--





	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	<b>82</b>	<b>80</b>	<b>--</b>	<b>88</b>	<b>88</b>	<b>88</b>	<b>88</b>
How satisfied are you with ED's products and services	86	84	--	92	91	93	91
How well ED's products and services meet expectations	79	76	--	86	86	86	86
How well ED compares with ideal products and services	79	77	--	85	86	85	87
<b>Trust</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>92</b>	<b>91</b>	<b>94</b>	<b>93</b>
Level of trust in office to meet your organization's needs	--	--	--	92	91	94	93
<b>High School Equivalency Program - Migrant Education</b>							
Accessibility and responsiveness of program staff	86	90	--	91	85	93	94
Timely resolution of questions by program staff	83	87	--	88	84	90	92
Clarity of information provided by program staff	86	88	--	89	89	92	90
Usefulness and relevance of technical assistance strategies	85	88	--	91	87	92	90
Usefulness of updated technical assistance resources pages on HEP.ed.gov	--	86	--	85	87	91	87



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	20%	8	15%	7
Did not receive	80%	32	85%	41
<b>Number of Respondents</b>	<b>40</b>		<b>48</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	63%	25	67%	32
Agree	35%	14	29%	14
Disagree	3%	1	2%	1
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	2%	1
<b>Number of Respondents</b>	<b>40</b>		<b>48</b>	

<b>Job role</b>				
Project/State Director	90%	36	69%	33
School Officer	0%	0	0%	0
Grant Coordinator	5%	2	6%	3
Superintendent	0%	0	0%	0
Business Manager	0%	0	2%	1
President	0%	0	0%	0
Administrator	0%	0	15%	7
Other	5%	2	8%	4
<b>Number of Respondents</b>	<b>40</b>		<b>48</b>	

<b>Length of time in role</b>				
Less than one year	8%	3	17%	8
Between 1 - 3 years	28%	11	21%	10
Between 4 - 10 years	35%	14	38%	18
More than 10 years	30%	12	25%	12
<b>Number of Respondents</b>	<b>40</b>		<b>48</b>	



## IDEA National Centers Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>17</b>	<b>3</b>	<b>16</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>92</b>	<b>94</b>	<b>99</b>	<b>92</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	99	96	96	95
Responsiveness to your questions	--	--	--	92	95	100	92
Professionalism	--	--	--	96	97	100	95
Sufficiency of legal guidance in responses	--	--	--	96	93	100	94
Communication about changes that may affect your program	--	--	--	92	92	100	90
Consistency of responses with ED staff from different program offices	--	--	--	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	--	--	92	93	100	86
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>75</b>	<b>68</b>	<b>63</b>	<b>66</b>
Ability to find specific information	--	--	--	75	65	63	61
Quality of content	--	--	--	80	72	63	74
Ability to accomplish what you want on the site	--	--	--	80	67	56	65
Accuracy of search results	--	--	--	74	68	83	65
Ability to navigate within the site	--	--	--	74	69	52	63
Look and feel/Visual appearance	--	--	--	73	70	85	64
<b>Documents</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>81</b>	<b>82</b>	<b>96</b>	<b>84</b>
Clarity	--	--	--	79	84	100	84
Organization of information	--	--	--	83	81	96	84
Sufficiency of detail to meet your program needs	--	--	--	79	85	100	87
Relevance to your areas of need	--	--	--	85	80	96	84
Comprehensiveness in addressing the scope of issues that you face	--	--	--	78	81	89	82
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>79</b>	<b>68</b>	<b>72</b>	<b>78</b>
Clarity of reporting requirements	--	--	--	87	79	63	86
Ease of obtaining data you are required to report	--	--	--	81	71	85	84
Ease of submitting report(s) electronically	--	--	--	70	55	56	61
Availability of assistance in completing your report(s)	--	--	--	89	73	70	81
Usefulness of the data to help you improve your grant program/project	--	--	--	78	69	74	79
Your understanding of how ED uses your data	--	--	--	62	54	89	72
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>83</b>	<b>82</b>	<b>90</b>	<b>81</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	90	86	96	88
Enhancing staff skills needed for successful program management	--	--	--	88	81	89	81
Using evidence-based practices in implementing program activities	--	--	--	81	83	89	77
Assistance with developing resource materials for use in the program	--	--	--	78	79	89	76
Creating opportunities to share best practices via learning groups	--	--	--	83	83	81	78
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	100	85	--	100
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	--	--	--	78	77	91	77
How satisfied are you with ED's products and services	--	--	--	84	86	100	79
How well ED's products and services meet expectations	--	--	--	78	69	85	76
How well ED compares with ideal products and services	--	--	--	71	73	85	76
<b>Trust</b>	--	--	--	87	78	100	87
Level of trust in office to meet your organization's needs	--	--	--	87	78	100	87



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	0%	0	13%	2
Did not receive	100%	3	88%	14
<b>Number of Respondents</b>		<b>3</b>		<b>16</b>

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	67%	2	63%	10
Agree	33%	1	31%	5
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	6%	1
<b>Number of Respondents</b>		<b>3</b>		<b>16</b>

<b>Job role</b>				
Project/State Director	100%	3	81%	13
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	0%	0
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	0%	0
Other	0%	0	19%	3
<b>Number of Respondents</b>		<b>3</b>		<b>16</b>

<b>Length of time in role</b>				
Less than one year	0%	0	0%	0
Between 1 - 3 years	0%	0	6%	1
Between 4 - 10 years	67%	2	63%	10
More than 10 years	33%	1	31%	5
<b>Number of Respondents</b>		<b>3</b>		<b>16</b>



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

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>36</b>	<b>31</b>	<b>36</b>	<b>22</b>	<b>28</b>	<b>27</b>	<b>20</b>
<b>ED Staff/Coordination</b>	<b>85</b>	<b>88</b>	<b>82</b>	<b>83</b>	<b>90</b>	<b>91</b>	<b>85</b>
Knowledge of relevant legislation, regulations, policies, and procedures	87	89	82	84	90	90	85
Responsiveness to your questions	83	88	82	79	90	92	84
Professionalism	--	--	--	91	97	98	92
Sufficiency of legal guidance in responses	82	86	81	78	86	89	79
Communication about changes that may affect your program	--	--	--	83	88	89	84
Consistency of responses with ED staff from different program offices	--	--	--	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	89	79	85	90	87	86
<b>Online Resources</b>	<b>68</b>	<b>69</b>	<b>66</b>	<b>66</b>	<b>64</b>	<b>58</b>	<b>52</b>
Ability to find specific information	62	68	65	63	61	55	49
Quality of content	--	--	--	76	75	68	64
Ability to accomplish what you want on the site	65	69	64	67	63	58	51
Accuracy of search results	--	--	--	63	65	58	51
Ability to navigate within the site	64	64	65	62	60	55	48
Look and feel/Visual appearance	--	--	--	62	64	54	47
<b>Documents</b>	<b>76</b>	<b>75</b>	<b>78</b>	<b>73</b>	<b>77</b>	<b>79</b>	<b>75</b>
Clarity	77	76	79	74	76	78	74
Organization of information	77	76	80	77	81	81	75
Sufficiency of detail to meet your program needs	73	77	77	70	75	77	73
Relevance to your areas of need	79	76	78	77	80	81	78
Comprehensiveness in addressing the scope of issues that you face	75	72	74	65	74	76	73
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>73</b>	<b>78</b>	<b>80</b>	<b>77</b>
Clarity of reporting requirements	--	--	--	72	85	82	78
Ease of obtaining data you are required to report	--	--	--	72	75	74	72
Ease of submitting report(s) electronically	--	--	--	73	72	80	78
Availability of assistance in completing your report(s)	--	--	--	74	80	85	81
Usefulness of the data to help you improve your grant program/project	--	--	--	72	75	84	76
Your understanding of how ED uses your data	--	--	--	73	77	74	74
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>80</b>	<b>81</b>	<b>83</b>	<b>78</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	80	85	85	77
Enhancing staff skills needed for successful program management	--	--	--	78	79	82	77
Using evidence-based practices in implementing program activities	--	--	--	76	77	80	78
Assistance with developing resource materials for use in the program	--	--	--	76	79	78	75
Creating opportunities to share best practices via learning groups	--	--	--	81	81	79	75
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	89	92	92	90
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	<b>69</b>	<b>72</b>	<b>69</b>	<b>74</b>	<b>76</b>	<b>76</b>	<b>72</b>
How satisfied are you with ED's products and services	76	80	77	79	83	80	79
How well ED's products and services meet expectations	66	70	64	72	72	73	68
How well ED compares with ideal products and services	62	65	64	69	73	74	66
<b>Trust</b>	<b>--</b>	<b>--</b>	<b>77</b>	<b>79</b>	<b>84</b>	<b>88</b>	<b>78</b>
Level of trust in office to meet your organization's needs	--	--	77	79	84	88	78
<b>IDEA – Part C Infants and Toddlers with Disabilities Program</b>							
Clarity of information received in developing applications and reports	82	81	74	84	80	84	78
Timeliness of responses	89	86	79	86	83	88	82
OSEP-funded TA provider	88	90	88	87	85	81	86
Education Department-funded TA provider	57	44	46	51	45	46	31
Professional associations	79	80	81	80	83	70	64
Conferences where research is presented	71	70	70	74	65	63	68
Books	59	48	55	49	44	44	45
Journal articles	63	59	60	60	59	50	52
Personal interaction with peers	82	79	80	87	75	72	80
IDEAS that work website	--	59	60	58	67	60	55
The Department's new IDEA website	--	59	56	59	64	49	57
osep.grads360.org	--	76	70	62	62	50	39



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	74%	20	85%	17
Did not receive	26%	7	15%	3
<b>Number of Respondents</b>		<b>27</b>		<b>20</b>

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	44%	12	35%	7
Agree	52%	14	60%	12
Disagree	0%	0	5%	1
Strongly disagree	0%	0	0%	0
Does not apply	4%	1	0%	0
<b>Number of Respondents</b>		<b>27</b>		<b>20</b>

<b>Job role</b>				
Project/State Director	70%	19	75%	15
School Officer	0%	0	0%	0
Grant Coordinator	26%	7	15%	3
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	10%	2
Other	4%	1	0%	0
<b>Number of Respondents</b>		<b>27</b>		<b>20</b>

<b>Length of time in role</b>				
Less than one year	30%	8	15%	3
Between 1 - 3 years	22%	6	45%	9
Between 4 - 10 years	26%	7	25%	5
More than 10 years	22%	6	15%	3
<b>Number of Respondents</b>		<b>27</b>		<b>20</b>

<b>Frequency of technical assistance and support from State lead - IDEA-Part C</b>				
At least weekly	0%	0	5%	1
Monthly	89%	24	70%	14
Quarterly	11%	3	20%	4
Yearly	0%	0	5%	1
State Lead does not contact me	0%	0	0%	0
<b>Number of Respondents</b>		<b>27</b>		<b>20</b>

<b>Helpfulness if automated grant submission and approval process - IDEA-Part C</b>				
Rated 0 - Not Helpful	0%	0	10%	2
Rated 1	0%	0	0%	0
Rated 2	7%	2	0%	0
Rated 3	4%	1	10%	2
Rated 4	19%	5	0%	0
Rated 5 - Very Helpful	70%	19	80%	16
Don't know/Not applicable	0%	0	0%	0
<b>Number of Respondents</b>		<b>27</b>		<b>20</b>





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

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>32</b>	<b>32</b>	<b>30</b>	<b>23</b>	<b>31</b>	<b>27</b>	<b>11</b>
<b>ED Staff/Coordination</b>	<b>87</b>	<b>90</b>	<b>84</b>	<b>77</b>	<b>83</b>	<b>90</b>	<b>88</b>
Knowledge of relevant legislation, regulations, policies, and procedures	88	94	84	75	82	89	87
Responsiveness to your questions	85	89	85	80	82	91	90
Professionalism	--	--	--	87	95	97	96
Sufficiency of legal guidance in responses	84	89	83	73	78	87	86
Communication about changes that may affect your program	--	--	--	76	83	89	88
Consistency of responses with ED staff from different program offices	--	--	--	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	90	81	69	78	87	80
<b>Online Resources</b>	<b>66</b>	<b>73</b>	<b>64</b>	<b>64</b>	<b>72</b>	<b>73</b>	<b>79</b>
Ability to find specific information	63	71	63	63	72	73	77
Quality of content	--	--	--	71	80	78	86
Ability to accomplish what you want on the site	65	72	63	65	73	72	79
Accuracy of search results	--	--	--	64	70	71	75
Ability to navigate within the site	62	72	63	61	69	70	75
Look and feel/Visual appearance	--	--	--	64	69	74	82
<b>Documents</b>	<b>75</b>	<b>78</b>	<b>76</b>	<b>74</b>	<b>79</b>	<b>84</b>	<b>88</b>
Clarity	74	76	77	75	81	85	87
Organization of information	77	79	77	77	82	88	89
Sufficiency of detail to meet your program needs	73	76	73	71	77	82	87
Relevance to your areas of need	79	82	79	79	82	86	93
Comprehensiveness in addressing the scope of issues that you face	70	77	74	70	72	81	84
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>74</b>	<b>78</b>	<b>82</b>	<b>83</b>
Clarity of reporting requirements	--	--	--	77	78	84	82
Ease of obtaining data you are required to report	--	--	--	71	74	82	80
Ease of submitting report(s) electronically	--	--	--	76	79	80	91
Availability of assistance in completing your report(s)	--	--	--	79	83	87	85
Usefulness of the data to help you improve your grant program/project	--	--	--	74	79	80	82
Your understanding of how ED uses your data	--	--	--	69	76	76	81
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>75</b>	<b>81</b>	<b>86</b>	<b>84</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	77	80	88	82
Enhancing staff skills needed for successful program management	--	--	--	74	80	79	81
Using evidence-based practices in implementing program activities	--	--	--	72	79	85	81
Assistance with developing resource materials for use in the program	--	--	--	71	76	84	80
Creating opportunities to share best practices via learning groups	--	--	--	72	78	84	84
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	93	94	94	97
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	<b>69</b>	<b>75</b>	<b>71</b>	<b>71</b>	<b>74</b>	<b>76</b>	<b>78</b>
How satisfied are you with ED's products and services	77	81	76	75	82	84	85
How well ED's products and services meet expectations	65	72	70	70	70	72	75
How well ED compares with ideal products and services	64	70	67	66	69	72	73
<b>Trust</b>	<b>--</b>	<b>--</b>	<b>81</b>	<b>75</b>	<b>81</b>	<b>81</b>	<b>83</b>
Level of trust in office to meet your organization's needs	--	--	81	75	81	81	83
<b>IDEA – State Directors of Special Education (Part B) Program</b>							
Clarity of information received in developing applications and reports	77	82	75	74	80	84	83
Timeliness of responses	81	86	79	79	84	83	83
OSEP-funded TA provider	82	88	85	89	89	88	90
Education Department-funded TA provider	57	57	62	68	73	77	66
Professional associations	81	83	81	80	80	78	85
Conferences where research is presented	75	75	74	68	69	70	85
Books	54	54	52	52	53	54	71
Journal articles	66	61	60	64	62	59	80
Personal interaction with peers	88	82	80	83	81	86	88
IDEAS that work website	--	73	61	68	75	69	84
The Department's new IDEA website	--	74	60	65	76	70	79
osep.grads360.org	--	85	71	68	68	59	82



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	85%	23	100%	11
Did not receive	15%	4	0%	0
<b>Number of Respondents</b>		<b>27</b>		<b>11</b>

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	37%	10	55%	6
Agree	52%	14	45%	5
Disagree	7%	2	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	4%	1	0%	0
<b>Number of Respondents</b>		<b>27</b>		<b>11</b>

<b>Job role</b>				
Project/State Director	78%	21	91%	10
School Officer	0%	0	0%	0
Grant Coordinator	4%	1	0%	0
Superintendent	0%	0	0%	0
Business Manager	7%	2	9%	1
President	0%	0	0%	0
Administrator	0%	0	0%	0
Other	11%	3	0%	0
<b>Number of Respondents</b>		<b>27</b>		<b>11</b>

<b>Length of time in role</b>				
Less than one year	15%	4	9%	1
Between 1 - 3 years	15%	4	27%	3
Between 4 - 10 years	41%	11	36%	4
More than 10 years	30%	8	27%	3
<b>Number of Respondents</b>		<b>27</b>		<b>11</b>

<b>Frequency of technical assistance and support from State lead - IDEA-Part B</b>				
At least weekly	11%	3	9%	1
Monthly	74%	20	73%	8
Quarterly	7%	2	18%	2
Yearly	7%	2	0%	0
State Lead does not contact me	0%	0	0%	0
<b>Number of Respondents</b>		<b>27</b>		<b>11</b>

<b>Frequency of policy discussion with OSEP staff - - IDEA-Part B</b>				
At least weekly	0%	0	9%	1
Monthly	48%	13	55%	6
Quarterly	30%	8	18%	2
Yearly	15%	4	18%	2
Never	7%	2	0%	0
<b>Number of Respondents</b>		<b>27</b>		<b>11</b>



## Improving Basic Programs Operated by Local Educational Agencies Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>20</b>	<b>23</b>	<b>24</b>	<b>21</b>	<b>38</b>	<b>42</b>	<b>39</b>
<b>ED Staff/Coordination</b>	<b>77</b>	<b>75</b>	<b>75</b>	<b>79</b>	<b>87</b>	<b>90</b>	<b>90</b>
Knowledge of relevant legislation, regulations, policies, and procedures	78	74	78	81	90	93	93
Responsiveness to your questions	69	71	67	66	82	86	88
Professionalism	--	--	--	89	93	95	98
Sufficiency of legal guidance in responses	81	73	73	74	84	88	88
Communication about changes that may affect your program	--	--	--	81	85	90	86
Consistency of responses with ED staff from different program offices	81	74	75	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	81	74	72	79	84	85	84
<b>Online Resources</b>	<b>68</b>	<b>54</b>	<b>55</b>	<b>61</b>	<b>67</b>	<b>69</b>	<b>64</b>
Ability to find specific information	65	48	51	63	69	67	61
Quality of content	--	--	--	68	70	75	68
Ability to accomplish what you want on the site	67	50	55	59	67	68	65
Accuracy of search results	--	--	--	58	66	66	61
Ability to navigate within the site	66	53	54	59	66	66	62
Look and feel/Visual appearance	--	--	--	60	66	70	65
<b>Documents</b>	<b>78</b>	<b>64</b>	<b>69</b>	<b>79</b>	<b>82</b>	<b>87</b>	<b>83</b>
Clarity	78	66	68	78	82	87	83
Organization of information	79	67	69	79	83	89	83
Sufficiency of detail to meet your program needs	76	59	66	79	80	86	79
Relevance to your areas of need	79	65	75	81	84	89	87
Comprehensiveness in addressing the scope of issues that you face	78	61	65	77	80	85	81
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>63</b>	<b>70</b>	<b>77</b>	<b>73</b>
Clarity of reporting requirements	--	--	--	67	74	81	74
Ease of obtaining data you are required to report	--	--	--	61	71	74	71
Ease of submitting report(s) electronically	--	--	--	73	77	83	76
Availability of assistance in completing your report(s)	--	--	--	64	76	83	74
Usefulness of the data to help you improve your grant program/project	--	--	--	60	62	72	71
Your understanding of how ED uses your data	--	--	--	54	62	70	71
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>69</b>	<b>75</b>	<b>81</b>	<b>81</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	74	83	88	87
Enhancing staff skills needed for successful program management	--	--	--	68	78	82	80
Using evidence-based practices in implementing program activities	--	--	--	64	73	77	79
Assistance with developing resource materials for use in the program	--	--	--	64	72	80	77
Creating opportunities to share best practices via learning groups	--	--	--	63	66	76	75
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	87	79	77	88
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	<b>66</b>	<b>57</b>	<b>59</b>	<b>64</b>	<b>74</b>	<b>77</b>	<b>73</b>
How satisfied are you with ED's products and services	72	61	65	70	79	81	77
How well ED's products and services meet expectations	65	57	54	60	70	75	72
How well ED compares with ideal products and services	61	54	57	60	71	75	70
<b>Trust</b>	<b>--</b>	<b>--</b>	<b>63</b>	<b>71</b>	<b>84</b>	<b>85</b>	<b>80</b>
Level of trust in office to meet your organization's needs	--	--	63	71	84	85	80
<b>Improving Basic Programs Operated by Local Educational Agencies Program</b>							
Provides assistance that enhances capacity to implement	63	71	69	68	82	86	81
Provides support that is responsive to my State's needs to implement	61	64	67	65	83	87	83
Helps address implementation challenges	67	60	65	66	81	84	81
Provides information about key changes to requirements	69	67	68	69	83	87	81



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	48%	20	51%	20
Did not receive	52%	22	49%	19
<b>Number of Respondents</b>	<b>42</b>		<b>39</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	29%	12	28%	11
Agree	69%	29	59%	23
Disagree	0%	0	5%	2
Strongly disagree	0%	0	0%	0
Does not apply	2%	1	8%	3
<b>Number of Respondents</b>	<b>42</b>		<b>39</b>	

<b>Job role</b>				
Project/State Director	76%	32	74%	29
School Officer	0%	0	0%	0
Grant Coordinator	14%	6	8%	3
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	10%	4
Other	10%	4	8%	3
<b>Number of Respondents</b>	<b>42</b>		<b>39</b>	

<b>Length of time in role</b>				
Less than one year	10%	4	13%	5
Between 1 - 3 years	36%	15	31%	12
Between 4 - 10 years	33%	14	28%	11
More than 10 years	21%	9	28%	11
<b>Number of Respondents</b>	<b>42</b>		<b>39</b>	



## Independent Living Services for Older Individuals Who Are Blind (IL-OIB) Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>31</b>	<b>13</b>	<b>35</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>77</b>	<b>84</b>	<b>85</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	--	82	84	89
Responsiveness to your questions	--	--	--	--	72	80	87
Professionalism	--	--	--	--	89	92	95
Sufficiency of legal guidance in responses	--	--	--	--	75	81	85
Communication about changes that may affect your program	--	--	--	--	72	79	77
Consistency of responses with ED staff from different program offices	--	--	--	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	--	--	--	83	79	75
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>69</b>	<b>69</b>	<b>64</b>
Ability to find specific information	--	--	--	--	66	65	63
Quality of content	--	--	--	--	72	73	67
Ability to accomplish what you want on the site	--	--	--	--	73	72	67
Accuracy of search results	--	--	--	--	72	64	62
Ability to navigate within the site	--	--	--	--	66	70	66
Look and feel/Visual appearance	--	--	--	--	71	67	64
<b>Documents</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>71</b>	<b>77</b>	<b>72</b>
Clarity	--	--	--	--	70	78	71
Organization of information	--	--	--	--	73	75	72
Sufficiency of detail to meet your program needs	--	--	--	--	70	79	71
Relevance to your areas of need	--	--	--	--	72	78	74
Comprehensiveness in addressing the scope of issues that you face	--	--	--	--	70	74	70
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>62</b>	<b>68</b>	<b>68</b>
Clarity of reporting requirements	--	--	--	--	63	63	65
Ease of obtaining data you are required to report	--	--	--	--	60	62	68
Ease of submitting report(s) electronically	--	--	--	--	75	80	73
Availability of assistance in completing your report(s)	--	--	--	--	62	79	71
Usefulness of the data to help you improve your grant program/project	--	--	--	--	57	62	67
Your understanding of how ED uses your data	--	--	--	--	58	63	63
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>77</b>	<b>82</b>	<b>79</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	74	85	80
Enhancing staff skills needed for successful program management	--	--	--	--	79	79	79
Using evidence-based practices in implementing program activities	--	--	--	--	79	79	74
Assistance with developing resource materials for use in the program	--	--	--	--	79	79	79
Creating opportunities to share best practices via learning groups	--	--	--	--	82	86	83
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	83	89	82
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	--	--	--	--	69	71	68
How satisfied are you with ED's products and services	--	--	--	--	76	79	76
How well ED's products and services meet expectations	--	--	--	--	66	70	64
How well ED compares with ideal products and services	--	--	--	--	63	62	63
<b>Trust</b>	--	--	--	--	72	75	76
Level of trust in office to meet your organization's needs	--	--	--	--	72	75	76
<b>Independent Living Services for Older Individuals Who Are Blind (IL-OIB)</b>							
Data Collection and Reporting	--	--	--	--	75	72	72
Fiscal/Grant Management	--	--	--	--	72	69	71
Program Performance	--	--	--	--	71	64	74
Technical Assistance	--	--	--	--	79	79	78
Training efforts/Dissemination of info - TAC at MSU	--	--	--	--	94	94	90
Utility of website for entering required data, retrieving and revising reports	--	--	--	--	69	78	63
Ease of navigating website	--	--	--	--	63	73	63
Usefulness of information available on the website	--	--	--	--	65	68	66
Website technical support	--	--	--	--	67	67	65





## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	38%	5	43%	15
Did not receive	62%	8	57%	20
<b>Number of Respondents</b>	<b>13</b>		<b>35</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	38%	5	14%	5
Agree	54%	7	74%	26
Disagree	8%	1	3%	1
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	9%	3
<b>Number of Respondents</b>	<b>13</b>		<b>35</b>	

<b>Job role</b>				
Project/State Director	54%	7	43%	15
School Officer	0%	0	0%	0
Grant Coordinator	8%	1	14%	5
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	14%	5
Other	38%	5	29%	10
<b>Number of Respondents</b>	<b>13</b>		<b>35</b>	

<b>Length of time in role</b>				
Less than one year	8%	1	0%	0
Between 1 - 3 years	38%	5	26%	9
Between 4 - 10 years	23%	3	43%	15
More than 10 years	31%	4	31%	11
<b>Number of Respondents</b>	<b>13</b>		<b>35</b>	



## Indian Education Formula Grants to Local Education Agencies Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>73</b>	<b>56</b>	<b>49</b>	<b>72</b>	<b>86</b>	<b>51</b>	<b>87</b>
<b>ED Staff/Coordination</b>	<b>87</b>	<b>85</b>	<b>86</b>	<b>86</b>	<b>88</b>	<b>91</b>	<b>87</b>
Knowledge of relevant legislation, regulations, policies, and procedures	87	85	87	88	87	91	89
Responsiveness to your questions	89	87	88	86	87	89	88
Professionalism	--	--	--	92	91	94	92
Sufficiency of legal guidance in responses	85	83	83	85	86	89	87
Communication about changes that may affect your program	--	--	--	84	87	89	84
Consistency of responses with ED staff from different program offices	84	85	81	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	85	83	80	83	87	90	84
<b>Online Resources</b>	<b>83</b>	<b>79</b>	<b>71</b>	<b>79</b>	<b>78</b>	<b>82</b>	<b>76</b>
Ability to find specific information	82	74	68	78	77	82	74
Quality of content	--	--	--	82	81	83	78
Ability to accomplish what you want on the site	84	80	71	81	78	82	77
Accuracy of search results	--	--	--	78	78	83	75
Ability to navigate within the site	83	82	70	80	77	81	76
Look and feel/Visual appearance	--	--	--	79	76	82	75
<b>Documents</b>	<b>81</b>	<b>78</b>	<b>78</b>	<b>81</b>	<b>81</b>	<b>87</b>	<b>81</b>
Clarity	81	78	79	82	81	86	80
Organization of information	81	81	78	84	83	86	81
Sufficiency of detail to meet your program needs	82	77	79	81	80	87	82
Relevance to your areas of need	82	79	78	81	81	88	82
Comprehensiveness in addressing the scope of issues that you face	82	76	78	79	81	86	80
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>77</b>	<b>79</b>	<b>82</b>	<b>78</b>
Clarity of reporting requirements	--	--	--	78	80	83	78
Ease of obtaining data you are required to report	--	--	--	74	77	80	74
Ease of submitting report(s) electronically	--	--	--	84	83	88	82
Availability of assistance in completing your report(s)	--	--	--	81	81	85	82
Usefulness of the data to help you improve your grant program/project	--	--	--	75	78	81	77
Your understanding of how ED uses your data	--	--	--	68	73	75	72
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>75</b>	<b>79</b>	<b>82</b>	<b>81</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	83	86	87	84
Enhancing staff skills needed for successful program management	--	--	--	75	80	82	82
Using evidence-based practices in implementing program activities	--	--	--	75	79	81	80
Assistance with developing resource materials for use in the program	--	--	--	71	77	80	78
Creating opportunities to share best practices via learning groups	--	--	--	71	75	77	79
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	85	81	96	86
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	<b>80</b>	<b>74</b>	<b>75</b>	<b>77</b>	<b>80</b>	<b>81</b>	<b>77</b>
How satisfied are you with ED's products and services	84	81	81	81	84	83	80
How well ED's products and services meet expectations	78	70	72	75	78	80	75
How well ED compares with ideal products and services	77	71	69	74	78	79	75
<b>Trust</b>	<b>--</b>	<b>--</b>	<b>79</b>	<b>83</b>	<b>87</b>	<b>88</b>	<b>81</b>
Level of trust in office to meet your organization's needs	--	--	79	83	87	88	81
<b>Indian Education Formula Grants to Local Education Agencies Program</b>							
Timeliness of staff	90	87	85	90	87	90	86
Quality of support	91	85	84	85	86	88	87
Comprehensiveness of documents	89	83	82	86	83	88	84
Ease of using EASIE system	89	82	84	84	81	86	82
Quality of training via webinars	87	80	81	81	80	85	82



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	20%	10	31%	27
Did not receive	80%	41	69%	60
<b>Number of Respondents</b>		<b>51</b>		<b>87</b>

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	49%	25	34%	30
Agree	49%	25	57%	50
Disagree	2%	1	6%	5
Strongly disagree	0%	0	2%	2
Does not apply	0%	0	0%	0
<b>Number of Respondents</b>		<b>51</b>		<b>87</b>

<b>Job role</b>				
Project/State Director	29%	15	16%	14
School Officer	0%	0	3%	3
Grant Coordinator	49%	25	30%	26
Superintendent	8%	4	8%	7
Business Manager	0%	0	6%	5
President	0%	0	0%	0
Administrator	0%	0	33%	29
Other	14%	7	3%	3
<b>Number of Respondents</b>		<b>51</b>		<b>87</b>

<b>Length of time in role</b>				
Less than one year	2%	1	15%	13
Between 1 - 3 years	31%	16	22%	19
Between 4 - 10 years	41%	21	33%	29
More than 10 years	25%	13	30%	26
<b>Number of Respondents</b>		<b>51</b>		<b>87</b>

<b>Greatest need for technical assistance - OIE FORM~</b>				
Establishing parent committees	22%	11	11%	9
Expanding membership of parent committees	40%	20	30%	25
Verifying student information	12%	6	19%	16
Using the EASIE system	16%	8	20%	17
Allowable uses of funds	54%	27	31%	26
General grant program requirements, deadlines and milestones	20%	10	14%	12
Using the G5 system	24%	12	32%	27
Submitting administrative actions	0%	0	5%	4
Developing IPC bylaws	0%	0	7%	6
LEA/IPC roles and responsibilities	0%	0	13%	11
<b>Number of Respondents</b>		<b>50</b>		<b>84</b>



## Innovative Approaches to Literacy Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>20</b>	<b>19</b>	<b>0</b>	<b>31</b>	<b>33</b>	<b>33</b>	<b>31</b>
<b>ED Staff/Coordination</b>	<b>97</b>	<b>97</b>	<b>--</b>	<b>90</b>	<b>91</b>	<b>93</b>	<b>95</b>
Knowledge of relevant legislation, regulations, policies, and procedures	97	95	--	91	91	91	96
Responsiveness to your questions	97	98	--	86	90	92	95
Professionalism	--	--	--	95	95	98	99
Sufficiency of legal guidance in responses	99	97	--	91	91	92	94
Communication about changes that may affect your program	--	--	--	89	91	93	95
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	--	85	90	89	93
<b>Online Resources</b>	<b>86</b>	<b>89</b>	<b>--</b>	<b>84</b>	<b>91</b>	<b>86</b>	<b>86</b>
Ability to find specific information	87	86	--	82	88	86	85
Quality of content	--	--	--	87	92	87	89
Ability to accomplish what you want on the site	88	91	--	83	91	85	85
Accuracy of search results	--	--	--	84	90	88	85
Ability to navigate within the site	83	89	--	83	92	88	85
Look and feel/Visual appearance	--	--	--	83	91	87	84
<b>Documents</b>	<b>86</b>	<b>91</b>	<b>--</b>	<b>89</b>	<b>86</b>	<b>90</b>	<b>89</b>
Clarity	86	90	--	88	88	90	89
Organization of information	84	90	--	88	89	91	90
Sufficiency of detail to meet your program needs	87	91	--	90	85	90	90
Relevance to your areas of need	87	91	--	88	85	90	89
Comprehensiveness in addressing the scope of issues that you face	86	92	--	88	85	90	89
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>83</b>	<b>87</b>	<b>83</b>	<b>88</b>
Clarity of reporting requirements	--	--	--	84	89	82	90
Ease of obtaining data you are required to report	--	--	--	84	87	85	86
Ease of submitting report(s) electronically	--	--	--	80	84	80	82
Availability of assistance in completing your report(s)	--	--	--	84	88	86	93
Usefulness of the data to help you improve your grant program/project	--	--	--	87	90	87	89
Your understanding of how ED uses your data	--	--	--	78	86	81	84
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>88</b>	<b>86</b>	<b>87</b>	<b>89</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	90	86	88	90
Enhancing staff skills needed for successful program management	--	--	--	89	86	88	88
Using evidence-based practices in implementing program activities	--	--	--	89	86	87	89
Assistance with developing resource materials for use in the program	--	--	--	91	84	86	89
Creating opportunities to share best practices via learning groups	--	--	--	82	79	83	87
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	100	96	95	100
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	<b>85</b>	<b>87</b>	<b>--</b>	<b>88</b>	<b>89</b>	<b>85</b>	<b>88</b>
How satisfied are you with ED's products and services	93	92	--	91	92	89	90
How well ED's products and services meet expectations	81	87	--	86	87	82	87
How well ED compares with ideal products and services	81	82	--	85	87	83	87
<b>Trust</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>94</b>	<b>94</b>	<b>86</b>	<b>95</b>
Level of trust in office to meet your organization's needs	--	--	--	94	94	86	95
<b>Innovative Approaches to Literacy Program</b>							
Ability to work with you to resolve issues	97	97	--	86	89	91	91
Quality of information or feedback received from IAL program staff	96	95	--	88	91	91	91
Overall satisfaction with service provided by the representative	98	97	--	89	91	91	92
Helpfulness of performance reporting	--	--	--	85	92	83	92



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	21%	7	6%	2
Did not receive	79%	26	94%	29
<b>Number of Respondents</b>	<b>33</b>		<b>31</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	55%	18	61%	19
Agree	39%	13	29%	9
Disagree	3%	1	3%	1
Strongly disagree	0%	0	6%	2
Does not apply	3%	1	0%	0
<b>Number of Respondents</b>	<b>33</b>		<b>31</b>	

<b>Job role</b>				
Project/State Director	48%	16	58%	18
School Officer	3%	1	0%	0
Grant Coordinator	42%	14	32%	10
Superintendent	3%	1	3%	1
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	3%	1
Other	3%	1	3%	1
<b>Number of Respondents</b>	<b>33</b>		<b>31</b>	

<b>Length of time in role</b>				
Less than one year	48%	16	16%	5
Between 1 - 3 years	21%	7	58%	18
Between 4 - 10 years	12%	4	16%	5
More than 10 years	18%	6	10%	3
<b>Number of Respondents</b>	<b>33</b>		<b>31</b>	



## Magnet Schools Assistance Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>29</b>	<b>33</b>	<b>37</b>	<b>22</b>	<b>30</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>84</b>	<b>87</b>	<b>88</b>	<b>91</b>	<b>92</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	84	87	86	90	93
Responsiveness to your questions	--	--	80	79	82	87	89
Professionalism	--	--	--	96	96	97	97
Sufficiency of legal guidance in responses	--	--	87	86	89	90	90
Communication about changes that may affect your program	--	--	--	88	88	93	92
Consistency of responses with ED staff from different program offices	--	--	80	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	--	82	90	83	91	95
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>75</b>	<b>83</b>	<b>79</b>	<b>81</b>	<b>82</b>
Ability to find specific information	--	--	75	82	78	79	82
Quality of content	--	--	--	83	79	81	82
Ability to accomplish what you want on the site	--	--	77	83	77	81	83
Accuracy of search results	--	--	--	83	81	79	84
Ability to navigate within the site	--	--	75	81	78	81	80
Look and feel/Visual appearance	--	--	--	87	78	81	81
<b>Documents</b>	<b>--</b>	<b>--</b>	<b>81</b>	<b>85</b>	<b>85</b>	<b>90</b>	<b>85</b>
Clarity	--	--	79	87	86	90	83
Organization of information	--	--	82	89	87	91	88
Sufficiency of detail to meet your program needs	--	--	81	84	85	89	84
Relevance to your areas of need	--	--	85	85	86	89	87
Comprehensiveness in addressing the scope of issues that you face	--	--	82	80	82	87	84
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>84</b>	<b>83</b>	<b>87</b>	<b>83</b>
Clarity of reporting requirements	--	--	--	87	84	89	83
Ease of obtaining data you are required to report	--	--	--	77	77	80	76
Ease of submitting report(s) electronically	--	--	--	89	87	93	92
Availability of assistance in completing your report(s)	--	--	--	89	89	91	90
Usefulness of the data to help you improve your grant program/project	--	--	--	81	83	86	84
Your understanding of how ED uses your data	--	--	--	80	77	82	75
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>82</b>	<b>78</b>	<b>82</b>	<b>86</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	85	82	84	87
Enhancing staff skills needed for successful program management	--	--	--	81	77	80	88
Using evidence-based practices in implementing program activities	--	--	--	81	76	80	85
Assistance with developing resource materials for use in the program	--	--	--	79	78	78	85
Creating opportunities to share best practices via learning groups	--	--	--	80	73	80	87
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	76	89	79	88
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--





	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	--	--	79	79	78	80	85
How satisfied are you with ED's products and services	--	--	83	82	83	84	87
How well ED's products and services meet expectations	--	--	78	77	75	78	84
How well ED compares with ideal products and services	--	--	77	76	74	76	84
<b>Trust</b>	--	--	83	86	87	88	89
Level of trust in office to meet your organization's needs	--	--	83	86	87	88	89
<b>Magnet Schools Assistance Program</b>							
Program Officer's knowledge of project and ability to meet your specific needs	--	--	--	--	84	93	93
Content knowledge of your Program Officer in supporting your program's success	--	--	--	--	84	90	92
MSAP Technical Assistance Center	--	--	85	86	83	95	89



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	41%	9	33%	10
Did not receive	59%	13	67%	20
<b>Number of Respondents</b>	<b>22</b>		<b>30</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	59%	13	53%	16
Agree	32%	7	43%	13
Disagree	9%	2	3%	1
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
<b>Number of Respondents</b>	<b>22</b>		<b>30</b>	

<b>Job role</b>				
Project/State Director	86%	19	63%	19
School Officer	0%	0	0%	0
Grant Coordinator	9%	2	20%	6
Superintendent	0%	0	7%	2
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	7%	2
Other	5%	1	3%	1
<b>Number of Respondents</b>	<b>22</b>		<b>30</b>	

<b>Length of time in role</b>				
Less than one year	14%	3	10%	3
Between 1 - 3 years	27%	6	27%	8
Between 4 - 10 years	45%	10	47%	14
More than 10 years	14%	3	17%	5
<b>Number of Respondents</b>	<b>22</b>		<b>30</b>	



## Mental Health Demonstration Grants Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>19</b>	<b>0</b>	<b>0</b>	<b>12</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>89</b>	<b>--</b>	<b>--</b>	<b>84</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	90	--	--	90
Responsiveness to your questions	--	--	--	84	--	--	76
Professionalism	--	--	--	96	--	--	94
Sufficiency of legal guidance in responses	--	--	--	86	--	--	80
Communication about changes that may affect your program	--	--	--	88	--	--	84
Consistency of responses with ED staff from different program offices	--	--	--	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	--	--	91	--	--	81
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>80</b>	<b>--</b>	<b>--</b>	<b>74</b>
Ability to find specific information	--	--	--	78	--	--	73
Quality of content	--	--	--	84	--	--	74
Ability to accomplish what you want on the site	--	--	--	80	--	--	75
Accuracy of search results	--	--	--	80	--	--	77
Ability to navigate within the site	--	--	--	79	--	--	75
Look and feel/Visual appearance	--	--	--	82	--	--	76
<b>Documents</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>83</b>	<b>--</b>	<b>--</b>	<b>85</b>
Clarity	--	--	--	87	--	--	82
Organization of information	--	--	--	84	--	--	87
Sufficiency of detail to meet your program needs	--	--	--	83	--	--	85
Relevance to your areas of need	--	--	--	83	--	--	87
Comprehensiveness in addressing the scope of issues that you face	--	--	--	80	--	--	85
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>77</b>	<b>--</b>	<b>--</b>	<b>79</b>
Clarity of reporting requirements	--	--	--	78	--	--	80
Ease of obtaining data you are required to report	--	--	--	75	--	--	81
Ease of submitting report(s) electronically	--	--	--	81	--	--	76
Availability of assistance in completing your report(s)	--	--	--	83	--	--	83
Usefulness of the data to help you improve your grant program/project	--	--	--	77	--	--	81
Your understanding of how ED uses your data	--	--	--	71	--	--	75
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>88</b>	<b>--</b>	<b>--</b>	<b>87</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	88	--	--	89
Enhancing staff skills needed for successful program management	--	--	--	87	--	--	86
Using evidence-based practices in implementing program activities	--	--	--	88	--	--	85
Assistance with developing resource materials for use in the program	--	--	--	88	--	--	85
Creating opportunities to share best practices via learning groups	--	--	--	90	--	--	90
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	94	--	--	81
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	--	--	--	78	--	--	80
How satisfied are you with ED's products and services	--	--	--	82	--	--	84
How well ED's products and services meet expectations	--	--	--	75	--	--	77
How well ED compares with ideal products and services	--	--	--	77	--	--	78
<b>Trust</b>	--	--	--	85	--	--	85
Level of trust in office to meet your organization's needs	--	--	--	85	--	--	85



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	0%	0	25%	3
Did not receive	0%	0	75%	9
<b>Number of Respondents</b>	<b>0</b>		<b>12</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	0%	0	50%	6
Agree	0%	0	42%	5
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	8%	1
<b>Number of Respondents</b>	<b>0</b>		<b>12</b>	

<b>Job role</b>				
Project/State Director	0%	0	58%	7
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	33%	4
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	0%	0
Other	0%	0	8%	1
<b>Number of Respondents</b>	<b>0</b>		<b>12</b>	

<b>Length of time in role</b>				
Less than one year	0%	0	0%	0
Between 1 - 3 years	0%	0	33%	4
Between 4 - 10 years	0%	0	58%	7
More than 10 years	0%	0	8%	1
<b>Number of Respondents</b>	<b>0</b>		<b>12</b>	



## Migrant Education Programs (Title I, Part C) Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>37</b>	<b>32</b>	<b>35</b>	<b>34</b>	<b>37</b>	<b>27</b>	<b>38</b>
<b>ED Staff/Coordination</b>	<b>87</b>	<b>92</b>	<b>86</b>	<b>85</b>	<b>87</b>	<b>88</b>	<b>86</b>
Knowledge of relevant legislation, regulations, policies, and procedures	91	93	88	92	91	90	90
Responsiveness to your questions	85	90	83	73	75	83	81
Professionalism	--	--	--	93	93	94	92
Sufficiency of legal guidance in responses	87	93	88	78	83	87	86
Communication about changes that may affect your program	--	--	--	87	91	88	86
Consistency of responses with ED staff from different program offices	90	91	89	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	84	92	86	84	86	84	77
<b>Online Resources</b>	<b>75</b>	<b>82</b>	<b>80</b>	<b>74</b>	<b>78</b>	<b>74</b>	<b>73</b>
Ability to find specific information	77	83	81	75	76	72	73
Quality of content	--	--	--	76	81	77	76
Ability to accomplish what you want on the site	78	80	79	73	77	74	73
Accuracy of search results	--	--	--	74	77	72	72
Ability to navigate within the site	76	81	79	72	79	73	71
Look and feel/Visual appearance	--	--	--	73	79	73	73
<b>Documents</b>	<b>81</b>	<b>88</b>	<b>86</b>	<b>87</b>	<b>86</b>	<b>85</b>	<b>82</b>
Clarity	83	87	86	87	86	84	83
Organization of information	85	89	87	89	88	85	83
Sufficiency of detail to meet your program needs	77	89	85	87	86	85	81
Relevance to your areas of need	82	87	88	88	88	86	84
Comprehensiveness in addressing the scope of issues that you face	78	86	86	84	83	85	80
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>76</b>	<b>76</b>	<b>79</b>	<b>76</b>
Clarity of reporting requirements	--	--	--	76	79	82	79
Ease of obtaining data you are required to report	--	--	--	72	73	74	71
Ease of submitting report(s) electronically	--	--	--	81	78	80	79
Availability of assistance in completing your report(s)	--	--	--	78	80	81	80
Usefulness of the data to help you improve your grant program/project	--	--	--	74	72	79	77
Your understanding of how ED uses your data	--	--	--	72	74	74	72
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>79</b>	<b>80</b>	<b>81</b>	<b>79</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	80	86	85	84
Enhancing staff skills needed for successful program management	--	--	--	81	80	81	80
Using evidence-based practices in implementing program activities	--	--	--	78	80	77	74
Assistance with developing resource materials for use in the program	--	--	--	77	78	77	75
Creating opportunities to share best practices via learning groups	--	--	--	80	81	84	81
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	70	87	87	82
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	<b>75</b>	<b>79</b>	<b>79</b>	<b>78</b>	<b>78</b>	<b>80</b>	<b>76</b>
How satisfied are you with ED's products and services	80	85	85	81	84	84	82
How well ED's products and services meet expectations	72	77	77	78	74	76	75
How well ED compares with ideal products and services	71	75	76	75	74	79	72
<b>Trust</b>	<b>--</b>	<b>--</b>	<b>78</b>	<b>85</b>	<b>86</b>	<b>91</b>	<b>87</b>
Level of trust in office to meet your organization's needs	--	--	78	85	86	91	87



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	19%	5	29%	11
Did not receive	81%	22	71%	27
<b>Number of Respondents</b>		<b>27</b>		<b>38</b>

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	44%	12	42%	16
Agree	52%	14	50%	19
Disagree	0%	0	8%	3
Strongly disagree	0%	0	0%	0
Does not apply	4%	1	0%	0
<b>Number of Respondents</b>		<b>27</b>		<b>38</b>

<b>Job role</b>				
Project/State Director	100%	27	89%	34
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	3%	1
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	3%	1
Other	0%	0	5%	2
<b>Number of Respondents</b>		<b>27</b>		<b>38</b>

<b>Length of time in role</b>				
Less than one year	11%	3	11%	4
Between 1 - 3 years	30%	8	32%	12
Between 4 - 10 years	37%	10	26%	10
More than 10 years	22%	6	32%	12
<b>Number of Respondents</b>		<b>27</b>		<b>38</b>

<b>Technical assistance topics needed - MEP~</b>				
Child Eligibility	7%	2	8%	3
Comprehensive Needs Assessment	4%	1	8%	3
Continuation of Services	4%	1	3%	1
Fiscal Requirements	26%	7	26%	10
Interstate Coordination	30%	8	21%	8
Parental/Family Engagement	11%	3	5%	2
Priority for Services	4%	1	8%	3
Program Evaluation	11%	3	24%	9
Identification and Recruitment Quality Control	7%	2	13%	5
Records Exchange including MSIX	7%	2	11%	4
Identification and Recruitment Methods and Strategies	15%	4	18%	7
Re-interviewing	4%	1	11%	4
Service Delivery Models	22%	6	16%	6
Service Delivery Plan including MPOs	15%	4	18%	7
Subgranting	11%	3	16%	6
Service Delivery Strategies	30%	8	24%	9
Subrecipient Monitoring	30%	8	34%	13
Data Management and Reporting	37%	10	21%	8
Use of Evidence	0%	0	11%	4
Other	7%	2	3%	1
<b>Number of Respondents</b>		<b>27</b>		<b>38</b>







## Minority Science and Engineering Improvement Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>29</b>	<b>0</b>	<b>40</b>	<b>32</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>94</b>	<b>--</b>	<b>98</b>	<b>95</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	98	--	99	97
Responsiveness to your questions	--	--	--	93	--	97	96
Professionalism	--	--	--	92	--	99	95
Sufficiency of legal guidance in responses	--	--	--	93	--	98	95
Communication about changes that may affect your program	--	--	--	94	--	98	97
Consistency of responses with ED staff from different program offices	--	--	--	98	--	99	94
Collaboration with other ED programs or offices in providing relevant services	--	--	--	97	--	98	95
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>88</b>	<b>--</b>	<b>90</b>	<b>89</b>
Ability to find specific information	--	--	--	85	--	91	90
Quality of content	--	--	--	90	--	90	91
Ability to accomplish what you want on the site	--	--	--	86	--	90	92
Accuracy of search results	--	--	--	89	--	91	92
Ability to navigate within the site	--	--	--	87	--	90	91
Look and feel/Visual appearance	--	--	--	88	--	88	90
<b>Information in Application Package</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>93</b>	<b>--</b>	<b>94</b>	<b>96</b>
Program Purpose	--	--	--	92	--	94	96
Program Priorities	--	--	--	92	--	94	97
Selection Criteria	--	--	--	90	--	91	95
Review Process	--	--	--	84	--	89	92
Budget Information and Forms	--	--	--	87	--	90	92
Deadline for Submission	--	--	--	96	--	97	98
Dollar Limit on Awards	--	--	--	97	--	95	95
Page Limitation Instructions	--	--	--	93	--	97	97
Formatting Instructions	--	--	--	94	--	95	97
Program Contact	--	--	--	99	--	98	99
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>79</b>	<b>--</b>	<b>89</b>	<b>88</b>
Clarity of reporting requirements	--	--	--	80	--	89	86
Ease of obtaining data you are required to report	--	--	--	82	--	85	80
Ease of submitting report(s) electronically	--	--	--	84	--	96	94
Availability of assistance in completing your report(s)	--	--	--	81	--	92	92
Usefulness of the data to help you improve your grant program/project	--	--	--	80	--	91	90
Your understanding of how ED uses your data	--	--	--	64	--	82	85



	2017	2018	2019	2020	2021	2022	2023
<b>Technical Assistance</b>	--	--	--	93	--	96	92
TA services provided in helping successfully implement grant programs/projects	--	--	--	93	--	96	92
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	--	--	--	84	--	92	89
How satisfied are you with ED's products and services	--	--	--	89	--	95	94
How well ED's products and services meet expectations	--	--	--	82	--	91	87
How well ED compares with ideal products and services	--	--	--	81	--	91	87
<b>Trust</b>	--	--	--	90	--	99	93
Level of trust in office to meet your organization's needs	--	--	--	90	--	99	93
<b>Minority Science and Engineering Improvement Program</b>							
Responsiveness to your questions	--	--	--	90	--	97	95
Knowledge of relevant legislation, regulations, policies and procedures	--	--	--	93	--	97	96
Ability to resolve issues	--	--	--	92	--	98	95
Use of clear and concise written and verbal communication	--	--	--	93	--	99	93
Timely resolution of general programmatic and/or financial issues	--	--	--	92	--	99	94
Timeliness of the grant award notification	--	--	--	86	--	92	93
Availability of funds with adequate time for implementation	--	--	--	84	--	96	91
Transparency of how funds are distributed among grantees	--	--	--	94	--	97	89
Sufficiency of information provided to keep you informed	--	--	--	92	--	97	93
Frequency of communication	--	--	--	90	--	98	95
Clarity of communication	--	--	--	89	--	99	94



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	88%	35	78%	25
Agree	13%	5	19%	6
Disagree	0%	0	3%	1
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
<b>Number of Respondents</b>		<b>40</b>		<b>32</b>
<b>Job role</b>				
Project/State Director	90%	36	78%	25
School Officer	0%	0	0%	0
Grant Coordinator	3%	1	0%	0
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	16%	5
Other	8%	3	6%	2
<b>Number of Respondents</b>		<b>40</b>		<b>32</b>
<b>Length of time in role</b>				
Less than one year	10%	4	13%	4
Between 1 - 3 years	48%	19	28%	9
Between 4 - 10 years	23%	9	38%	12
More than 10 years	20%	8	22%	7
<b>Number of Respondents</b>		<b>40</b>		<b>32</b>
<b>Preferred method of communication - MSEIP</b>				
Individual Email	80%	32	84%	27
Blast/Distribution list email	5%	2	3%	1
Telephone	3%	1	13%	4
Webinar	5%	2	0%	0
Other	8%	3	0%	0
<b>Number of Respondents</b>		<b>40</b>		<b>32</b>



## National Professional Development Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>29</b>	<b>46</b>	<b>45</b>	<b>51</b>	<b>73</b>	<b>48</b>	<b>70</b>
<b>ED Staff/Coordination</b>	<b>91</b>	<b>95</b>	<b>86</b>	<b>92</b>	<b>91</b>	<b>91</b>	<b>91</b>
Knowledge of relevant legislation, regulations, policies, and procedures	93	94	88	96	91	94	93
Responsiveness to your questions	86	95	83	88	89	87	89
Professionalism	--	--	--	94	95	96	93
Sufficiency of legal guidance in responses	94	98	91	91	87	88	88
Communication about changes that may affect your program	--	--	--	92	93	92	92
Consistency of responses with ED staff from different program offices	95	97	86	93	91	93	90
Collaboration with other ED programs or offices in providing relevant services	97	95	91	91	91	91	93
<b>Online Resources</b>	<b>66</b>	<b>77</b>	<b>73</b>	<b>80</b>	<b>86</b>	<b>74</b>	<b>79</b>
Ability to find specific information	66	79	73	80	86	74	78
Quality of content	--	--	--	83	87	74	79
Ability to accomplish what you want on the site	68	78	73	80	87	75	79
Accuracy of search results	--	--	--	79	86	76	80
Ability to navigate within the site	64	75	70	79	84	73	78
Look and feel/Visual appearance	--	--	--	78	85	73	78
<b>Documents</b>	<b>80</b>	<b>81</b>	<b>83</b>	<b>90</b>	<b>88</b>	<b>86</b>	<b>88</b>
Clarity	82	80	84	90	89	88	90
Organization of information	83	81	84	90	89	89	91
Sufficiency of detail to meet your program needs	77	79	80	89	88	85	87
Relevance to your areas of need	81	83	86	92	89	87	88
Comprehensiveness in addressing the scope of issues that you face	79	81	81	87	87	84	85
<b>Information in Application Package</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>91</b>	<b>91</b>	<b>91</b>
Program Purpose	--	--	--	--	94	93	93
Program Priorities	--	--	--	--	94	90	92
Selection Criteria	--	--	--	--	91	91	88
Review Process	--	--	--	--	86	87	84
Budget Information and Forms	--	--	--	--	86	87	86
Deadline for Submission	--	--	--	--	94	95	95
Dollar Limit on Awards	--	--	--	--	91	90	94
Page Limitation Instructions	--	--	--	--	88	92	92
Formatting Instructions	--	--	--	--	87	87	91
Program Contact	--	--	--	--	95	93	92
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>77</b>	<b>81</b>	<b>76</b>	<b>74</b>
Clarity of reporting requirements	--	--	--	80	82	75	70
Ease of obtaining data you are required to report	--	--	--	79	84	80	78
Ease of submitting report(s) electronically	--	--	--	72	80	71	73
Availability of assistance in completing your report(s)	--	--	--	82	85	76	78
Usefulness of the data to help you improve your grant program/project	--	--	--	82	84	83	79
Your understanding of how ED uses your data	--	--	--	65	72	76	67



	2017	2018	2019	2020	2021	2022	2023
<b>Technical Assistance</b>	--	--	--	85	81	79	84
TA services provided in helping successfully implement grant programs/projects	--	--	--	87	86	84	86
Enhancing staff skills needed for successful program management	--	--	--	85	83	83	84
Using evidence-based practices in implementing program activities	--	--	--	88	84	81	85
Assistance with developing resource materials for use in the program	--	--	--	84	81	75	81
Creating opportunities to share best practices via learning groups	--	--	--	84	77	75	86
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	93	84	83	83
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	71	77	81	80	83	80	81
How satisfied are you with ED's products and services	80	82	86	85	89	85	87
How well ED's products and services meet expectations	66	76	78	79	80	78	78
How well ED compares with ideal products and services	66	71	77	76	80	76	76
<b>Trust</b>	--	--	93	92	92	87	90
Level of trust in office to meet your organization's needs	--	--	93	92	92	87	90
<b>National Professional Development Program</b>							
Technical assistance from OELA office	--	--	80	86	87	83	86
Technical assistance from program officer	74	84	82	82	85	84	85
Usefulness of OELA website	70	79	78	79	81	75	77
Usefulness of NCELA website	77	86	82	86	84	81	86



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	15%	7	11%	8
Did not receive	85%	41	89%	62
<b>Number of Respondents</b>		<b>48</b>		<b>70</b>

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	54%	26	54%	38
Agree	40%	19	41%	29
Disagree	2%	1	4%	3
Strongly disagree	2%	1	0%	0
Does not apply	2%	1	0%	0
<b>Number of Respondents</b>		<b>48</b>		<b>70</b>

<b>Job role</b>				
Project/State Director	88%	42	89%	62
School Officer	0%	0	0%	0
Grant Coordinator	13%	6	0%	0
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	3%	2
Other	0%	0	9%	6
<b>Number of Respondents</b>		<b>48</b>		<b>70</b>

<b>Length of time in role</b>				
Less than one year	21%	10	29%	20
Between 1 - 3 years	10%	5	24%	17
Between 4 - 10 years	52%	25	26%	18
More than 10 years	17%	8	21%	15
<b>Number of Respondents</b>		<b>48</b>		<b>70</b>

<b>Frequency of tech assistance from OELA office - NPD</b>				
At least weekly	2%	1	1%	1
Monthly	25%	12	26%	18
Quarterly	52%	25	60%	42
Yearly	21%	10	13%	9
<b>Number of Respondents</b>		<b>48</b>		<b>70</b>

<b>Frequency of monitoring tech support - NPD</b>				
At least weekly	0%	0	6%	4
Monthly	27%	13	39%	27
Quarterly	56%	27	50%	35
Yearly	17%	8	6%	4
<b>Number of Respondents</b>		<b>48</b>		<b>70</b>

<b>Frequency of visiting OELA website - NPD</b>				
Weekly	8%	4	6%	4
Monthly	35%	17	44%	31
Every few months	48%	23	44%	31
Never	8%	4	6%	4
<b>Number of Respondents</b>		<b>48</b>		<b>70</b>



	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Frequency of visiting NCELA website - NPD</b>				
Weekly	13%	6	16%	11
Monthly	33%	16	41%	29
Every few months	48%	23	36%	25
Never	6%	3	7%	5
<b>Number of Respondents</b>	<b>48</b>		<b>70</b>	





## National Resource Centers Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>60</b>	<b>0</b>	<b>0</b>	<b>35</b>	<b>43</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>94</b>	<b>--</b>	<b>--</b>	<b>93</b>	<b>96</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	94	--	--	95	99
Responsiveness to your questions	--	--	95	--	--	95	96
Professionalism	--	--	--	--	--	97	99
Sufficiency of legal guidance in responses	--	--	96	--	--	94	98
Communication about changes that may affect your program	--	--	--	--	--	90	94
Consistency of responses with ED staff from different program offices	--	--	89	--	--	88	94
Collaboration with other ED programs or offices in providing relevant services	--	--	95	--	--	90	95
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>65</b>	<b>--</b>	<b>--</b>	<b>73</b>	<b>76</b>
Ability to find specific information	--	--	64	--	--	72	77
Quality of content	--	--	--	--	--	77	76
Ability to accomplish what you want on the site	--	--	67	--	--	74	78
Accuracy of search results	--	--	--	--	--	75	78
Ability to navigate within the site	--	--	65	--	--	72	76
Look and feel/Visual appearance	--	--	--	--	--	69	69
<b>Information in Application Package</b>	<b>--</b>	<b>--</b>	<b>86</b>	<b>--</b>	<b>--</b>	<b>83</b>	<b>87</b>
Program Purpose	--	--	88	--	--	85	89
Program Priorities	--	--	89	--	--	87	86
Selection Criteria	--	--	85	--	--	78	85
Review Process	--	--	80	--	--	76	83
Budget Information and Forms	--	--	81	--	--	77	84
Deadline for Submission	--	--	90	--	--	91	90
Dollar Limit on Awards	--	--	85	--	--	83	84
Page Limitation Instructions	--	--	87	--	--	79	88
Formatting Instructions	--	--	85	--	--	75	88
Program Contact	--	--	90	--	--	92	91
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>64</b>	<b>71</b>
Clarity of reporting requirements	--	--	--	--	--	70	82
Ease of obtaining data you are required to report	--	--	--	--	--	51	62
Ease of submitting report(s) electronically	--	--	--	--	--	80	76
Availability of assistance in completing your report(s)	--	--	--	--	--	73	84
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	59	69
Your understanding of how ED uses your data	--	--	--	--	--	45	63



	2017	2018	2019	2020	2021	2022	2023
<b>Technical Assistance</b>	--	--	--	--	--	83	92
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	83	92
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	--	--	77	--	--	76	80
How satisfied are you with ED's products and services	--	--	85	--	--	84	89
How well ED's products and services meet expectations	--	--	74	--	--	70	77
How well ED compares with ideal products and services	--	--	71	--	--	71	73
<b>Trust</b>	--	--	93	--	--	87	91
Level of trust in office to meet your organization's needs	--	--	93	--	--	87	91
<b>National Resource Centers Program</b>							
Responsiveness to your questions	--	--	96	--	--	92	96
Knowledge of relevant legislation, regulations, policies and procedures	--	--	93	--	--	94	95
Ability to resolve issues	--	--	--	--	--	94	96
Use of clear and concise written and verbal communication	--	--	--	--	--	93	97
Timely resolution of general programmatic and/or financial issues	--	--	94	--	--	93	97
Timeliness of the grant award notification	--	--	--	--	--	51	65
Availability of funds with adequate time for implementation	--	--	--	--	--	51	59
Transparency of how funds are distributed among grantees	--	--	--	--	--	64	79
Sufficiency of information provided to keep you informed	--	--	--	--	--	86	94
Frequency of communication	--	--	--	--	--	86	92
Clarity of communication	--	--	--	--	--	89	96
Supports instruction in fields needed to provide full understanding	--	--	--	--	--	92	94
Supports work in language aspects of professional and other fields of study	--	--	--	--	--	93	94
Supports research and training in international studies	--	--	--	--	--	93	94
Teaching of any modern foreign language	--	--	--	--	--	91	93
Instruction in fields needed to provide full understanding	--	--	--	--	--	92	93
Research and training in international studies	--	--	--	--	--	91	93
Language aspects of professional and other fields of study	--	--	--	--	--	91	89
Instruction and research on issues in world affairs	--	--	--	--	--	92	94



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	49%	17	70%	30
Agree	46%	16	30%	13
Disagree	6%	2	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
<b>Number of Respondents</b>		<b>35</b>		<b>43</b>

<b>Job role</b>				
Project/State Director	74%	26	67%	29
School Officer	0%	0	0%	0
Grant Coordinator	23%	8	19%	8
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	9%	4
Other	3%	1	5%	2
<b>Number of Respondents</b>		<b>35</b>		<b>43</b>

<b>Length of time in role</b>				
Less than one year	17%	6	16%	7
Between 1 - 3 years	26%	9	23%	10
Between 4 - 10 years	34%	12	26%	11
More than 10 years	23%	8	35%	15
<b>Number of Respondents</b>		<b>35</b>		<b>43</b>

<b>Preferred method of communication - NRC</b>				
Individual Email	80%	28	91%	39
Blast/Distribution list email	11%	4	2%	1
Telephone	3%	1	2%	1
Other	6%	2	5%	2
<b>Number of Respondents</b>		<b>35</b>		<b>43</b>



## Native American and Alaska Native Children in School Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>12</b>	<b>9</b>	<b>16</b>	<b>15</b>	<b>14</b>	<b>10</b>	<b>16</b>
<b>ED Staff/Coordination</b>	<b>83</b>	<b>95</b>	<b>84</b>	<b>91</b>	<b>92</b>	<b>90</b>	<b>94</b>
Knowledge of relevant legislation, regulations, policies, and procedures	76	92	83	91	90	91	93
Responsiveness to your questions	89	99	83	91	91	92	95
Professionalism	--	--	--	96	94	94	98
Sufficiency of legal guidance in responses	79	94	81	92	92	88	94
Communication about changes that may affect your program	--	--	--	91	93	94	94
Consistency of responses with ED staff from different program offices	84	94	83	87	90	84	96
Collaboration with other ED programs or offices in providing relevant services	81	97	84	87	92	82	93
<b>Online Resources</b>	<b>60</b>	<b>84</b>	<b>67</b>	<b>78</b>	<b>87</b>	<b>76</b>	<b>80</b>
Ability to find specific information	74	81	69	79	86	73	76
Quality of content	--	--	--	78	90	68	82
Ability to accomplish what you want on the site	58	79	67	79	87	76	83
Accuracy of search results	--	--	--	77	86	78	78
Ability to navigate within the site	58	83	66	77	87	84	79
Look and feel/Visual appearance	--	--	--	74	88	83	80
<b>Documents</b>	<b>74</b>	<b>84</b>	<b>77</b>	<b>88</b>	<b>88</b>	<b>88</b>	<b>88</b>
Clarity	73	81	78	89	87	89	88
Organization of information	75	84	78	90	90	90	88
Sufficiency of detail to meet your program needs	77	85	79	88	87	89	87
Relevance to your areas of need	75	84	77	87	87	83	90
Comprehensiveness in addressing the scope of issues that you face	69	84	76	84	87	87	86
<b>Information in Application Package</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>89</b>	<b>91</b>	<b>86</b>
Program Purpose	--	--	--	--	90	93	86
Program Priorities	--	--	--	--	90	93	85
Selection Criteria	--	--	--	--	90	91	85
Review Process	--	--	--	--	93	87	83
Budget Information and Forms	--	--	--	--	88	89	85
Deadline for Submission	--	--	--	--	90	90	90
Dollar Limit on Awards	--	--	--	--	88	93	90
Page Limitation Instructions	--	--	--	--	91	90	85
Formatting Instructions	--	--	--	--	88	88	84
Program Contact	--	--	--	--	92	91	90
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>79</b>	<b>84</b>	<b>74</b>	<b>81</b>
Clarity of reporting requirements	--	--	--	83	86	77	88
Ease of obtaining data you are required to report	--	--	--	76	76	74	74
Ease of submitting report(s) electronically	--	--	--	79	79	64	74
Availability of assistance in completing your report(s)	--	--	--	82	90	73	89
Usefulness of the data to help you improve your grant program/project	--	--	--	76	87	82	84
Your understanding of how ED uses your data	--	--	--	73	84	71	69



	2017	2018	2019	2020	2021	2022	2023
<b>Technical Assistance</b>	--	--	--	84	84	75	87
TA services provided in helping successfully implement grant programs/projects	--	--	--	90	89	74	90
Enhancing staff skills needed for successful program management	--	--	--	83	85	78	87
Using evidence-based practices in implementing program activities	--	--	--	83	85	81	87
Assistance with developing resource materials for use in the program	--	--	--	81	84	78	84
Creating opportunities to share best practices via learning groups	--	--	--	83	80	74	88
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	92	89	78	81
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	66	89	76	85	85	81	82
How satisfied are you with ED's products and services	70	95	81	91	91	82	86
How well ED's products and services meet expectations	65	86	74	87	80	79	80
How well ED compares with ideal products and services	63	85	70	76	83	81	79
<b>Trust</b>	--	--	82	89	89	84	86
Level of trust in office to meet your organization's needs	--	--	82	89	89	84	86
<b>Native American and Alaska Native Children in School Program</b>							
Technical assistance from OELA office	--	--	78	87	85	76	83
Technical assistance from program officer	79	91	78	90	87	80	92
Usefulness of OELA website	72	85	76	76	84	67	79
Usefulness of NCELA website	80	88	77	76	75	75	82



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	20%	2	38%	6
Did not receive	80%	8	63%	10
<b>Number of Respondents</b>		<b>10</b>		<b>16</b>

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	50%	5	50%	8
Agree	50%	5	50%	8
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
<b>Number of Respondents</b>		<b>10</b>		<b>16</b>

<b>Job role</b>				
Project/State Director	50%	5	81%	13
School Officer	10%	1	0%	0
Grant Coordinator	40%	4	6%	1
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	13%	2
Other	0%	0	0%	0
<b>Number of Respondents</b>		<b>10</b>		<b>16</b>

<b>Length of time in role</b>				
Less than one year	30%	3	19%	3
Between 1 - 3 years	20%	2	38%	6
Between 4 - 10 years	30%	3	31%	5
More than 10 years	20%	2	13%	2
<b>Number of Respondents</b>		<b>10</b>		<b>16</b>

<b>Frequency of tech assistance from OELA office - NAM</b>				
At least weekly	0%	0	0%	0
Monthly	0%	0	38%	6
Quarterly	70%	7	38%	6
Yearly	30%	3	25%	4
<b>Number of Respondents</b>		<b>10</b>		<b>16</b>

<b>Frequency of monitoring tech support - NAM</b>				
At least weekly	0%	0	0%	0
Monthly	40%	4	44%	7
Quarterly	50%	5	50%	8
Yearly	10%	1	6%	1
<b>Number of Respondents</b>		<b>10</b>		<b>16</b>

<b>Frequency of visiting OELA website - NAM</b>				
Daily	0%	0	0%	0
Weekly	10%	1	6%	1
Monthly	40%	4	25%	4
Every few months	50%	5	56%	9
Never	0%	0	13%	2
<b>Number of Respondents</b>		<b>10</b>		<b>16</b>

<b>Frequency of visiting NCELA website - NAM</b>				
Weekly	0%	0	6%	1
Monthly	20%	2	25%	4
Every few months	40%	4	38%	6
Never	40%	4	31%	5
<b>Number of Respondents</b>		<b>10</b>		<b>16</b>



## Native American Career and Technical Education Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>19</b>	<b>27</b>	<b>30</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>82</b>	<b>83</b>	<b>92</b>	<b>96</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	84	83	92	94
Responsiveness to your questions	--	--	--	70	75	93	98
Professionalism	--	--	--	92	90	96	99
Sufficiency of legal guidance in responses	--	--	--	80	81	92	96
Communication about changes that may affect your program	--	--	--	83	87	94	95
Consistency of responses with ED staff from different program offices	--	--	--	83	85	89	--
Collaboration with other ED programs or offices in providing relevant services	--	--	--	92	78	88	95
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>69</b>	<b>69</b>	<b>70</b>	<b>77</b>
Ability to find specific information	--	--	--	67	69	69	78
Quality of content	--	--	--	74	74	73	77
Ability to accomplish what you want on the site	--	--	--	69	73	67	79
Accuracy of search results	--	--	--	65	67	71	75
Ability to navigate within the site	--	--	--	65	67	72	77
Look and feel/Visual appearance	--	--	--	69	66	73	75
<b>Documents</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>75</b>	<b>81</b>	<b>81</b>	<b>83</b>
Clarity	--	--	--	72	80	81	83
Organization of information	--	--	--	76	80	81	84
Sufficiency of detail to meet your program needs	--	--	--	75	84	81	85
Relevance to your areas of need	--	--	--	80	83	80	84
Comprehensiveness in addressing the scope of issues that you face	--	--	--	78	84	82	83
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>68</b>	<b>70</b>	<b>67</b>	<b>78</b>
Clarity of reporting requirements	--	--	--	71	70	65	77
Ease of obtaining data you are required to report	--	--	--	73	73	68	79
Ease of submitting report(s) electronically	--	--	--	74	77	60	75
Availability of assistance in completing your report(s)	--	--	--	70	69	82	85
Usefulness of the data to help you improve your grant program/project	--	--	--	68	72	69	80
Your understanding of how ED uses your data	--	--	--	52	57	60	69
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>70</b>	<b>65</b>	<b>91</b>	<b>91</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	80	77	91	91
Enhancing staff skills needed for successful program management	--	--	--	73	64	91	93
Using evidence-based practices in implementing program activities	--	--	--	65	71	88	90
Assistance with developing resource materials for use in the program	--	--	--	63	53	88	90
Creating opportunities to share best practices via learning groups	--	--	--	51	51	94	93
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	44	100	93	--
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>76</b>	<b>67</b>	<b>81</b>	<b>85</b>
How satisfied are you with ED's products and services	--	--	--	83	73	84	87
How well ED's products and services meet expectations	--	--	--	70	65	81	84
How well ED compares with ideal products and services	--	--	--	73	61	78	84



	2017	2018	2019	2020	2021	2022	2023
<b>Trust</b>	--	--	--	91	83	87	94
Level of trust in office to meet your organization`s needs	--	--	--	91	83	87	94
<b>Native American Career and Technical Education Program</b>							
PCRN's usefulness to your program	--	--	--	76	67	75	81
Effectiveness of DATE in helping you implement grant programs	--	--	--	68	62	80	83
TA received on project implementation and budget questions	--	--	--	76	81	87	90
Usefulness and relevance of project director meeting in providing TA	--	--	--	79	70	85	93
Usefulness and relevance of the Community of Practice meeting in providing TA	--	--	--	--	--	--	89





## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	56%	15	70%	21
Agree	41%	11	23%	7
Disagree	4%	1	0%	0
Strongly disagree	0%	0	3%	1
Does not apply	0%	0	3%	1
<b>Number of Respondents</b>		<b>27</b>		<b>30</b>

<b>Job role</b>				
Project/State Director	74%	20	60%	18
School Officer	0%	0	0%	0
Grant Coordinator	19%	5	27%	8
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	7%	2
Other	7%	2	7%	2
<b>Number of Respondents</b>		<b>27</b>		<b>30</b>

<b>Length of time in role</b>				
Less than one year	41%	11	13%	4
Between 1 - 3 years	19%	5	23%	7
Between 4 - 10 years	30%	8	40%	12
More than 10 years	11%	3	23%	7
<b>Number of Respondents</b>		<b>27</b>		<b>30</b>



## Native Hawaiian Career and Technical Education Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>4</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>85</b>	<b>80</b>	<b>91</b>	<b>95</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	83	74	89	94
Responsiveness to your questions	--	--	--	78	78	96	97
Professionalism	--	--	--	100	96	96	94
Sufficiency of legal guidance in responses	--	--	--	83	78	89	97
Communication about changes that may affect your program	--	--	--	83	74	89	92
Consistency of responses with ED staff from different program offices	--	--	--	100	94	89	--
Collaboration with other ED programs or offices in providing relevant services	--	--	--	78	72	89	100
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>94</b>	<b>90</b>	<b>87</b>	<b>89</b>
Ability to find specific information	--	--	--	94	94	85	89
Quality of content	--	--	--	94	94	89	93
Ability to accomplish what you want on the site	--	--	--	94	94	89	89
Accuracy of search results	--	--	--	94	89	81	89
Ability to navigate within the site	--	--	--	94	83	93	85
Look and feel/Visual appearance	--	--	--	94	83	83	93
<b>Documents</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>91</b>	<b>84</b>	<b>87</b>	<b>92</b>
Clarity	--	--	--	89	85	85	92
Organization of information	--	--	--	89	81	85	94
Sufficiency of detail to meet your program needs	--	--	--	94	85	85	92
Relevance to your areas of need	--	--	--	89	85	93	92
Comprehensiveness in addressing the scope of issues that you face	--	--	--	94	85	85	92
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>81</b>	<b>78</b>	<b>85</b>	<b>87</b>
Clarity of reporting requirements	--	--	--	89	100	93	94
Ease of obtaining data you are required to report	--	--	--	83	81	85	86
Ease of submitting report(s) electronically	--	--	--	89	56	78	86
Availability of assistance in completing your report(s)	--	--	--	83	83	93	97
Usefulness of the data to help you improve your grant program/project	--	--	--	83	89	89	83
Your understanding of how ED uses your data	--	--	--	56	59	56	69
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>72</b>	<b>89</b>	<b>89</b>	<b>92</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	78	100	93	94
Enhancing staff skills needed for successful program management	--	--	--	78	89	89	92
Using evidence-based practices in implementing program activities	--	--	--	67	94	85	83
Assistance with developing resource materials for use in the program	--	--	--	72	89	85	92
Creating opportunities to share best practices via learning groups	--	--	--	67	83	96	100
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	78	--	--	--
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	--	--	--	78	71	85	82
How satisfied are you with ED's products and services	--	--	--	89	78	89	92
How well ED's products and services meet expectations	--	--	--	78	70	85	78
How well ED compares with ideal products and services	--	--	--	67	63	81	75
<b>Trust</b>	--	--	--	100	85	89	94
Level of trust in office to meet your organization's needs	--	--	--	100	85	89	94
<b>Native Hawaiian Career and Technical Education Program</b>							
PCRN's usefulness to your program	--	--	--	83	94	89	89
Effectiveness of DATE in helping you implement grant programs	--	--	--	78	94	89	93
TA received on project implementation and budget questions	--	--	--	83	83	96	94
Usefulness and relevance of project director meeting in providing TA	--	--	--	94	100	96	92
Usefulness and relevance of the Community of Practice meeting in providing TA	--	--	--	--	--	--	89



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	67%	2	50%	2
Agree	33%	1	50%	2
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
<b>Number of Respondents</b>		<b>3</b>		<b>4</b>
<b>Job role</b>				
Project/State Director	33%	1	50%	2
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	0%	0
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	25%	1
Other	67%	2	25%	1
<b>Number of Respondents</b>		<b>3</b>		<b>4</b>
<b>Length of time in role</b>				
Less than one year	0%	0	25%	1
Between 1 - 3 years	33%	1	0%	0
Between 4 - 10 years	33%	1	25%	1
More than 10 years	33%	1	50%	2
<b>Number of Respondents</b>		<b>3</b>		<b>4</b>



## Native Hawaiian Education Act Program-Education of Native Hawaiian Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>	<b>30</b>	<b>39</b>	<b>44</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>93</b>	<b>91</b>	<b>94</b>	<b>94</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	92	93	93	96
Responsiveness to your questions	--	--	--	89	87	89	90
Professionalism	--	--	--	98	95	98	96
Sufficiency of legal guidance in responses	--	--	--	92	91	95	93
Communication about changes that may affect your program	--	--	--	94	91	95	95
Consistency of responses with ED staff from different program offices	--	--	--	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	--	--	93	84	91	94
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>79</b>	<b>84</b>	<b>76</b>	<b>83</b>
Ability to find specific information	--	--	--	79	85	76	82
Quality of content	--	--	--	82	86	76	83
Ability to accomplish what you want on the site	--	--	--	79	84	77	83
Accuracy of search results	--	--	--	80	84	78	83
Ability to navigate within the site	--	--	--	78	83	75	83
Look and feel/Visual appearance	--	--	--	74	81	74	82
<b>Documents</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>86</b>	<b>85</b>	<b>88</b>	<b>91</b>
Clarity	--	--	--	86	84	89	91
Organization of information	--	--	--	87	84	89	92
Sufficiency of detail to meet your program needs	--	--	--	87	87	87	91
Relevance to your areas of need	--	--	--	87	86	87	91
Comprehensiveness in addressing the scope of issues that you face	--	--	--	84	85	86	91
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>77</b>	<b>76</b>	<b>84</b>	<b>86</b>
Clarity of reporting requirements	--	--	--	82	81	85	86
Ease of obtaining data you are required to report	--	--	--	76	72	82	84
Ease of submitting report(s) electronically	--	--	--	73	74	83	87
Availability of assistance in completing your report(s)	--	--	--	79	83	89	88
Usefulness of the data to help you improve your grant program/project	--	--	--	82	78	89	89
Your understanding of how ED uses your data	--	--	--	74	68	77	80
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>81</b>	<b>81</b>	<b>87</b>	<b>88</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	89	85	92	92
Enhancing staff skills needed for successful program management	--	--	--	83	79	86	88
Using evidence-based practices in implementing program activities	--	--	--	79	79	87	88
Assistance with developing resource materials for use in the program	--	--	--	83	79	86	85
Creating opportunities to share best practices via learning groups	--	--	--	81	74	79	87
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	89	78	94	97
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	--	--	--	82	82	84	88
How satisfied are you with ED's products and services	--	--	--	88	87	88	91
How well ED's products and services meet expectations	--	--	--	81	79	82	87
How well ED compares with ideal products and services	--	--	--	77	79	80	84
<b>Trust</b>	--	--	--	90	92	95	94
Level of trust in office to meet your organization's needs	--	--	--	90	92	95	94
<b>Native Hawaiian Education Act Program/Education of Native Hawaiian</b>							
Helpfulness of NHE staff technical assistance	--	--	--	--	--	90	92
Program Purpose	--	--	--	--	--	90	91
Program Priorities	--	--	--	--	--	92	91
Selection Criteria	--	--	--	--	--	89	87
Application Review Information	--	--	--	--	--	86	88
Budget Information and Forms	--	--	--	--	--	88	91
Deadline for Submission	--	--	--	--	--	92	93
Range of Awards	--	--	--	--	--	92	91
Recommended Page Limit Instructions	--	--	--	--	--	92	92
Formatting Instructions	--	--	--	--	--	88	92
Program Contact	--	--	--	--	--	95	93
Helpfulness of NHE website info	--	--	--	--	--	79	84



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	21%	8	27%	12
Did not receive	79%	31	73%	32
<b>Number of Respondents</b>		<b>39</b>		<b>44</b>

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	54%	21	73%	32
Agree	38%	15	27%	12
Disagree	3%	1	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	5%	2	0%	0
<b>Number of Respondents</b>		<b>39</b>		<b>44</b>

<b>Job role</b>				
Project/State Director	72%	28	48%	21
School Officer	3%	1	0%	0
Grant Coordinator	13%	5	18%	8
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	5%	2
Administrator	0%	0	14%	6
Other	13%	5	16%	7
<b>Number of Respondents</b>		<b>39</b>		<b>44</b>

<b>Length of time in role</b>				
Less than one year	18%	7	2%	1
Between 1 - 3 years	21%	8	36%	16
Between 4 - 10 years	23%	9	32%	14
More than 10 years	38%	15	30%	13
<b>Number of Respondents</b>		<b>39</b>		<b>44</b>

<b>Staff initiated tech assistance during past 3-6 months - NHE</b>				
Initiated tech assistance	85%	33	57%	25
Did not initiate	15%	6	43%	19
<b>Number of Respondents</b>		<b>39</b>		<b>44</b>

<b>How technical assistance occurred - NHE~</b>				
NHE Webinar	82%	27	88%	22
NHE Website	18%	6	12%	3
Conference call with NHE staff	64%	21	48%	12
Email communication with NHE staff	73%	24	56%	14
<b>Number of Respondents</b>		<b>33</b>		<b>25</b>

<b>TA most helpful - NHE~</b>				
Written guidance	54%	21	36%	16
Email communication	82%	32	82%	36
Annual meetings/conferences	44%	17	39%	17
Webinars	67%	26	86%	38
Videoconferences	59%	23	48%	21
Other	3%	1	5%	2
<b>Number of Respondents</b>		<b>39</b>		<b>44</b>



## Neglected and Delinquent State and Local Agency Programs Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>32</b>	<b>36</b>	<b>25</b>	<b>24</b>	<b>32</b>	<b>33</b>	<b>37</b>
<b>ED Staff/Coordination</b>	<b>75</b>	<b>81</b>	<b>68</b>	<b>83</b>	<b>83</b>	<b>84</b>	<b>77</b>
Knowledge of relevant legislation, regulations, policies, and procedures	80	81	66	85	86	87	77
Responsiveness to your questions	70	80	65	78	80	85	73
Professionalism	--	--	--	89	90	91	86
Sufficiency of legal guidance in responses	73	76	69	82	80	87	73
Communication about changes that may affect your program	--	--	--	81	82	77	80
Consistency of responses with ED staff from different program offices	80	83	74	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	81	83	75	81	78	81	74
<b>Online Resources</b>	<b>68</b>	<b>70</b>	<b>58</b>	<b>72</b>	<b>65</b>	<b>66</b>	<b>60</b>
Ability to find specific information	69	70	58	70	62	65	60
Quality of content	--	--	--	71	65	67	60
Ability to accomplish what you want on the site	66	70	57	72	63	64	61
Accuracy of search results	--	--	--	69	63	66	56
Ability to navigate within the site	70	71	61	75	64	66	58
Look and feel/Visual appearance	--	--	--	74	73	68	62
<b>Documents</b>	<b>66</b>	<b>72</b>	<b>67</b>	<b>76</b>	<b>67</b>	<b>66</b>	<b>68</b>
Clarity	66	75	70	78	69	67	68
Organization of information	67	75	70	81	71	68	71
Sufficiency of detail to meet your program needs	67	70	63	75	65	65	66
Relevance to your areas of need	67	71	70	77	66	66	69
Comprehensiveness in addressing the scope of issues that you face	63	69	60	71	61	63	65
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>78</b>	<b>71</b>	<b>66</b>	<b>64</b>
Clarity of reporting requirements	--	--	--	82	76	71	65
Ease of obtaining data you are required to report	--	--	--	72	63	56	59
Ease of submitting report(s) electronically	--	--	--	81	76	74	73
Availability of assistance in completing your report(s)	--	--	--	79	74	71	72
Usefulness of the data to help you improve your grant program/project	--	--	--	76	66	62	55
Your understanding of how ED uses your data	--	--	--	74	70	61	63
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>82</b>	<b>65</b>	<b>62</b>	<b>69</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	78	69	79	72
Enhancing staff skills needed for successful program management	--	--	--	81	72	68	71
Using evidence-based practices in implementing program activities	--	--	--	76	68	61	64
Assistance with developing resource materials for use in the program	--	--	--	77	64	60	64
Creating opportunities to share best practices via learning groups	--	--	--	78	64	62	72
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	94	55	39	68
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--





	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	<b>60</b>	<b>65</b>	<b>55</b>	<b>77</b>	<b>56</b>	<b>45</b>	<b>59</b>
How satisfied are you with ED's products and services	67	73	62	81	61	49	64
How well ED's products and services meet expectations	56	60	52	74	52	42	56
How well ED compares with ideal products and services	56	62	51	75	52	43	56
<b>Trust</b>	<b>--</b>	<b>--</b>	<b>70</b>	<b>84</b>	<b>69</b>	<b>57</b>	<b>68</b>
Level of trust in office to meet your organization's needs	--	--	70	84	69	57	68
<b>Neglected and Delinquent State and Local Agency Programs</b>							
Sufficiency of the guidance provided in responses to questions	--	--	--	86	66	60	73
Responsiveness in answering questions - Tech Assistance Center (NDTAC)	79	81	87	84	65	61	75
Meeting program compliance requirements - US Department of Education	70	76	60	72	76	72	67
Assisting you to impact performance results - US Department of Education	64	70	57	74	74	68	69
Support quality for collecting/submitting data - US Department of Education	--	--	--	77	76	67	69
Meeting program compliance requirements - Tech Assistance Center (NDTAC)	80	83	80	87	60	42	65
Assisting to impact performance results - Tech Assistance Center (NDTAC)	83	82	78	85	58	41	63
Support quality for collecting/submitting data - Tech Assistance Center (NDTAC)	--	--	--	85	58	39	63



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	79%	26	70%	26
Did not receive	21%	7	30%	11
<b>Number of Respondents</b>	<b>33</b>		<b>37</b>	
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	12%	4	14%	5
Agree	36%	12	54%	20
Disagree	33%	11	14%	5
Strongly disagree	15%	5	11%	4
Does not apply	3%	1	8%	3
<b>Number of Respondents</b>	<b>33</b>		<b>37</b>	
<b>Job role</b>				
Project/State Director	61%	20	81%	30
School Officer	0%	0	0%	0
Grant Coordinator	33%	11	11%	4
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	3%	1
Other	6%	2	5%	2
<b>Number of Respondents</b>	<b>33</b>		<b>37</b>	
<b>Length of time in role</b>				
Less than one year	27%	9	22%	8
Between 1 - 3 years	27%	9	35%	13
Between 4 - 10 years	36%	12	38%	14
More than 10 years	9%	3	5%	2
<b>Number of Respondents</b>	<b>33</b>		<b>37</b>	



## Payments for Federal Property (Section 7002) Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>77</b>	<b>48</b>	<b>47</b>	<b>96</b>	<b>97</b>	<b>93</b>	<b>92</b>
<b>ED Staff/Coordination</b>	<b>84</b>	<b>90</b>	<b>90</b>	<b>91</b>	<b>89</b>	<b>87</b>	<b>92</b>
Knowledge of relevant legislation, regulations, policies, and procedures	85	90	88	91	89	89	94
Responsiveness to your questions	79	90	91	91	88	86	89
Professionalism	--	--	--	95	92	93	94
Sufficiency of legal guidance in responses	83	90	91	91	88	87	91
Communication about changes that may affect your program	--	--	--	89	86	87	89
Consistency of responses with ED staff from different program offices	84	--	--	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	83	--	--	--	--	--	--
<b>Online Resources</b>	<b>78</b>	<b>81</b>	<b>81</b>	<b>83</b>	<b>78</b>	<b>80</b>	<b>81</b>
Ability to find specific information	71	79	78	82	77	80	79
Quality of content	--	--	--	85	82	83	81
Ability to accomplish what you want on the site	80	83	83	84	79	80	82
Accuracy of search results	--	--	--	84	80	84	83
Ability to navigate within the site	78	77	78	82	75	80	79
Look and feel/Visual appearance	--	--	--	84	77	81	82
<b>Documents</b>	<b>78</b>	<b>82</b>	<b>85</b>	<b>87</b>	<b>83</b>	<b>84</b>	<b>84</b>
Clarity	76	82	84	87	83	84	84
Organization of information	79	84	85	88	84	84	85
Sufficiency of detail to meet your program needs	79	81	86	87	83	84	84
Relevance to your areas of need	80	83	86	87	83	83	85
Comprehensiveness in addressing the scope of issues that you face	77	82	86	87	83	83	84
<b>ACSI</b>	<b>76</b>	<b>77</b>	<b>83</b>	<b>84</b>	<b>82</b>	<b>81</b>	<b>82</b>
How satisfied are you with ED's products and services	79	82	89	89	87	86	86
How well ED's products and services meet expectations	75	75	78	80	78	78	79
How well ED compares with ideal products and services	73	75	81	82	79	79	82
<b>Trust</b>	<b>--</b>	<b>--</b>	<b>86</b>	<b>88</b>	<b>85</b>	<b>85</b>	<b>88</b>
Level of trust in office to meet your organization's needs	--	--	86	88	85	85	88



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	42%	39	42%	39
Agree	53%	49	49%	45
Disagree	2%	2	4%	4
Strongly disagree	2%	2	2%	2
Does not apply	1%	1	2%	2
<b>Number of Respondents</b>		<b>93</b>		<b>92</b>

<b>Job role</b>				
Project/State Director	1%	1	1%	1
School Officer	6%	6	7%	6
Grant Coordinator	9%	8	8%	7
Superintendent	38%	35	34%	31
Business Manager	34%	32	37%	34
President	0%	0	0%	0
Administrator	0%	0	5%	5
Other	12%	11	9%	8
<b>Number of Respondents</b>		<b>93</b>		<b>92</b>

<b>Length of time in role</b>				
Less than one year	5%	5	5%	5
Between 1 - 3 years	23%	21	32%	29
Between 4 - 10 years	26%	24	32%	29
More than 10 years	46%	43	32%	29
<b>Number of Respondents</b>		<b>93</b>		<b>92</b>

<b>Contacted Impact Aid Program for technical assistance - PFP</b>				
Contacted	49%	46	43%	40
Did not contact	51%	47	57%	52
<b>Number of Respondents</b>		<b>93</b>		<b>92</b>

<b>Used written instruction and guidance documents for application - PFP</b>				
Used	91%	85	90%	83
Did not use	9%	8	10%	9
<b>Number of Respondents</b>		<b>93</b>		<b>92</b>

<b>Participated in meetings where Sec 7002 prog info provided - PFP</b>				
Participated	58%	54	55%	51
Did not participate	42%	39	45%	41
<b>Number of Respondents</b>		<b>93</b>		<b>92</b>

<b>Presentation or materials helped understand responsibilities - PFP</b>				
Helped understand	94%	51	94%	48
Did not help understand	6%	3	6%	3
<b>Number of Respondents</b>		<b>54</b>		<b>51</b>



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

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>77</b>	<b>49</b>	<b>50</b>	<b>100</b>	<b>120</b>	<b>98</b>	<b>114</b>
<b>ED Staff/Coordination</b>	<b>85</b>	<b>85</b>	<b>88</b>	<b>88</b>	<b>89</b>	<b>90</b>	<b>90</b>
Knowledge of relevant legislation, regulations, policies, and procedures	85	87	89	89	89	90	89
Responsiveness to your questions	84	82	88	87	87	86	89
Professionalism	--	--	--	92	92	94	94
Sufficiency of legal guidance in responses	81	86	87	87	88	89	90
Communication about changes that may affect your program	--	--	--	84	87	91	90
Consistency of responses with ED staff from different program offices	82	--	--	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	85	--	--	--	--	--	--
<b>Online Resources</b>	<b>78</b>	<b>75</b>	<b>75</b>	<b>79</b>	<b>77</b>	<b>81</b>	<b>78</b>
Ability to find specific information	73	73	73	79	76	79	76
Quality of content	--	--	--	81	81	81	80
Ability to accomplish what you want on the site	79	75	76	80	77	81	78
Accuracy of search results	--	--	--	77	77	82	77
Ability to navigate within the site	78	74	74	76	75	80	75
Look and feel/Visual appearance	--	--	--	79	78	80	77
<b>Documents</b>	<b>78</b>	<b>79</b>	<b>83</b>	<b>82</b>	<b>82</b>	<b>87</b>	<b>85</b>
Clarity	78	78	83	82	82	87	85
Organization of information	80	80	84	83	83	87	85
Sufficiency of detail to meet your program needs	78	79	82	82	81	87	85
Relevance to your areas of need	80	79	83	81	81	86	84
Comprehensiveness in addressing the scope of issues that you face	77	77	82	80	80	87	84
<b>ACSI</b>	<b>74</b>	<b>75</b>	<b>79</b>	<b>78</b>	<b>78</b>	<b>84</b>	<b>80</b>
How satisfied are you with ED's products and services	79	80	82	82	84	88	84
How well ED's products and services meet expectations	72	73	78	76	75	82	78
How well ED compares with ideal products and services	71	71	78	76	75	82	78
<b>Trust</b>	<b>--</b>	<b>--</b>	<b>85</b>	<b>82</b>	<b>87</b>	<b>88</b>	<b>86</b>
Level of trust in office to meet your organization's needs	--	--	85	82	87	88	86
<b>Payments for Federally Connected Children (Section 7003)</b>							
Ease of reaching person who could address concern	81	75	83	87	84	86	86
Ability to resolve your issue	82	78	85	87	87	87	87



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	54%	53	50%	57
Agree	43%	42	45%	51
Disagree	1%	1	2%	2
Strongly disagree	1%	1	2%	2
Does not apply	1%	1	2%	2
<b>Number of Respondents</b>		<b>98</b>		<b>114</b>

<b>Job role</b>				
Project/State Director	2%	2	1%	1
School Officer	3%	3	1%	1
Grant Coordinator	16%	16	11%	12
Superintendent	24%	24	25%	29
Business Manager	31%	30	33%	38
President	0%	0	0%	0
Administrator	0%	0	14%	16
Other	23%	23	15%	17
<b>Number of Respondents</b>		<b>98</b>		<b>114</b>

<b>Length of time in role</b>				
Less than one year	8%	8	8%	9
Between 1 - 3 years	22%	22	31%	35
Between 4 - 10 years	40%	39	32%	36
More than 10 years	30%	29	30%	34
<b>Number of Respondents</b>		<b>98</b>		<b>114</b>

<b>Contacted the Impact Aid Program for technical assistance - FCC</b>				
Contacted	56%	55	54%	62
Did not contact	44%	43	46%	52
<b>Number of Respondents</b>		<b>98</b>		<b>114</b>

<b>Used written instruction and guidance documents for Impact Aid application - FCC</b>				
Used	88%	86	91%	104
Did not use	12%	12	9%	10
<b>Number of Respondents</b>		<b>98</b>		<b>114</b>

<b>Attended meeting where Sec 7003 prog info or review process provided - FCC</b>				
Participated	72%	71	80%	91
Did not participate	28%	27	20%	23
<b>Number of Respondents</b>		<b>98</b>		<b>114</b>

<b>Presentation or materials helped understand responsibilities - FCC</b>				
Helped understand	100%	71	92%	84
Did not help understand	0%	0	8%	7
<b>Number of Respondents</b>		<b>71</b>		<b>91</b>

<b>School district contacted by Impact Aid Program in past year - FCC</b>				
Contacted	43%	42	56%	64
Was not contacted	57%	56	44%	50
<b>Number of Respondents</b>		<b>98</b>		<b>114</b>



	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Letter provided sufficient explanation to prepare documents for review - FCC</b>				
Provided sufficient explanation	93%	39	88%	56
Did not provide sufficient explanation	7%	3	13%	8
<b>Number of Respondents</b>		<b>42</b>		<b>64</b>

<b>Receive timely communications regarding outcome of review - FCC</b>				
Received	67%	66	69%	79
Did not receive	33%	32	31%	35
<b>Number of Respondents</b>		<b>98</b>		<b>114</b>



## Predominantly Black Institutions (PBI) Competitive Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>14</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>93</b>	<b>83</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	--	--	96	86
Responsiveness to your questions	--	--	--	--	--	88	76
Professionalism	--	--	--	--	--	94	87
Sufficiency of legal guidance in responses	--	--	--	--	--	92	82
Communication about changes that may affect your program	--	--	--	--	--	96	84
Consistency of responses with ED staff from different program offices	--	--	--	--	--	96	79
Collaboration with other ED programs or offices in providing relevant services	--	--	--	--	--	89	79
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>84</b>	<b>76</b>
Ability to find specific information	--	--	--	--	--	86	75
Quality of content	--	--	--	--	--	88	73
Ability to accomplish what you want on the site	--	--	--	--	--	85	76
Accuracy of search results	--	--	--	--	--	82	75
Ability to navigate within the site	--	--	--	--	--	85	76
Look and feel/Visual appearance	--	--	--	--	--	79	78
<b>Information in Application Package</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>96</b>	<b>88</b>
Program Purpose	--	--	--	--	--	94	89
Program Priorities	--	--	--	--	--	94	89
Selection Criteria	--	--	--	--	--	94	88
Review Process	--	--	--	--	--	93	88
Budget Information and Forms	--	--	--	--	--	91	86
Deadline for Submission	--	--	--	--	--	100	88
Dollar Limit on Awards	--	--	--	--	--	98	89
Page Limitation Instructions	--	--	--	--	--	98	87
Formatting Instructions	--	--	--	--	--	93	87
Program Contact	--	--	--	--	--	100	89
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>84</b>	<b>83</b>
Clarity of reporting requirements	--	--	--	--	--	89	83
Ease of obtaining data you are required to report	--	--	--	--	--	83	81
Ease of submitting report(s) electronically	--	--	--	--	--	97	91
Availability of assistance in completing your report(s)	--	--	--	--	--	81	79
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	83	89
Your understanding of how ED uses your data	--	--	--	--	--	72	76





	2017	2018	2019	2020	2021	2022	2023
<b>Technical Assistance</b>	--	--	--	--	--	89	77
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	89	77
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	--	--	--	--	--	83	80
How satisfied are you with ED's products and services	--	--	--	--	--	90	82
How well ED's products and services meet expectations	--	--	--	--	--	78	79
How well ED compares with ideal products and services	--	--	--	--	--	81	78
<b>Trust</b>	--	--	--	--	--	89	87
Level of trust in office to meet your organization's needs	--	--	--	--	--	89	87
<b>Predominantly Black Institutions - Historical</b>							
Responsiveness to your questions	--	--	--	--	--	90	79
Knowledge of relevant legislation, regulations, policies and procedures	--	--	--	--	--	99	82
Ability to resolve issues	--	--	--	--	--	94	82
Use of clear and concise written and verbal communication	--	--	--	--	--	92	83
Timely resolution of general programmatic and/or financial issues	--	--	--	--	--	90	81
Timeliness of the grant award notification	--	--	--	--	--	92	80
Availability of funds with adequate time for implementation	--	--	--	--	--	94	86
Transparency of how funds are distributed among grantees	--	--	--	--	--	88	86
Sufficiency of information provided to keep you informed	--	--	--	--	--	86	83
Frequency of communication	--	--	--	--	--	81	82
Clarity of communication	--	--	--	--	--	89	86
<b>Predominantly Black Institutions (PBI) Competitive</b>							
Responsiveness to your questions	--	--	--	--	--	90	79
Knowledge of relevant legislation, regulations, policies and procedures	--	--	--	--	--	99	82
Ability to resolve issues	--	--	--	--	--	94	82
Use of clear and concise written and verbal communication	--	--	--	--	--	92	83
Timely resolution of general programmatic and/or financial issues	--	--	--	--	--	90	81
Timeliness of the grant award notification	--	--	--	--	--	92	80
Availability of funds with adequate time for implementation	--	--	--	--	--	94	86
Transparency of how funds are distributed among grantees	--	--	--	--	--	88	86
Sufficiency of information provided to keep you informed	--	--	--	--	--	86	83
Frequency of communication	--	--	--	--	--	81	82
Clarity of communication	--	--	--	--	--	89	86



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	50%	4	43%	6
Agree	50%	4	50%	7
Disagree	0%	0	7%	1
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
<b>Number of Respondents</b>		<b>8</b>		<b>14</b>

<b>Job role</b>				
Project/State Director	50%	4	64%	9
School Officer	0%	0	0%	0
Grant Coordinator	25%	2	21%	3
Superintendent	0%	0	0%	0
Business Manager	13%	1	0%	0
President	0%	0	0%	0
Administrator	0%	0	14%	2
Other	13%	1	0%	0
<b>Number of Respondents</b>		<b>8</b>		<b>14</b>

<b>Length of time in role</b>				
Less than one year	13%	1	14%	2
Between 1 - 3 years	13%	1	50%	7
Between 4 - 10 years	50%	4	14%	2
More than 10 years	25%	2	21%	3
<b>Number of Respondents</b>		<b>8</b>		<b>14</b>

<b>Preferred method of communication - PBI</b>				
Individual Email	100%	8	86%	12
Blast/Distribution list email	0%	0	14%	2
<b>Number of Respondents</b>		<b>8</b>		<b>14</b>

<b>Preferred method of communication - PBI-C</b>				
Individual Email	100%	8	86%	12
Blast/Distribution list email	0%	0	14%	2
<b>Number of Respondents</b>		<b>8</b>		<b>14</b>



## Project Prevent Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>11</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>95</b>	<b>--</b>	<b>--</b>	<b>95</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	95	--	--	98
Responsiveness to your questions	--	--	--	94	--	--	96
Professionalism	--	--	--	99	--	--	97
Sufficiency of legal guidance in responses	--	--	--	94	--	--	93
Communication about changes that may affect your program	--	--	--	94	--	--	99
Consistency of responses with ED staff from different program offices	--	--	--	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	--	--	94	--	--	92
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>85</b>	<b>--</b>	<b>--</b>	<b>85</b>
Ability to find specific information	--	--	--	86	--	--	86
Quality of content	--	--	--	85	--	--	88
Ability to accomplish what you want on the site	--	--	--	84	--	--	83
Accuracy of search results	--	--	--	85	--	--	82
Ability to navigate within the site	--	--	--	86	--	--	88
Look and feel/Visual appearance	--	--	--	85	--	--	86
<b>Documents</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>89</b>	<b>--</b>	<b>--</b>	<b>79</b>
Clarity	--	--	--	92	--	--	80
Organization of information	--	--	--	90	--	--	78
Sufficiency of detail to meet your program needs	--	--	--	89	--	--	80
Relevance to your areas of need	--	--	--	85	--	--	80
Comprehensiveness in addressing the scope of issues that you face	--	--	--	89	--	--	80
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>83</b>	<b>--</b>	<b>--</b>	<b>82</b>
Clarity of reporting requirements	--	--	--	83	--	--	83
Ease of obtaining data you are required to report	--	--	--	73	--	--	83
Ease of submitting report(s) electronically	--	--	--	86	--	--	74
Availability of assistance in completing your report(s)	--	--	--	89	--	--	83
Usefulness of the data to help you improve your grant program/project	--	--	--	87	--	--	86
Your understanding of how ED uses your data	--	--	--	82	--	--	85
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>85</b>	<b>--</b>	<b>--</b>	<b>92</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	88	--	--	92
Enhancing staff skills needed for successful program management	--	--	--	87	--	--	92
Using evidence-based practices in implementing program activities	--	--	--	86	--	--	91
Assistance with developing resource materials for use in the program	--	--	--	83	--	--	92
Creating opportunities to share best practices via learning groups	--	--	--	84	--	--	93
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	78	--	--	100
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	--	--	--	85	--	--	87
How satisfied are you with ED's products and services	--	--	--	90	--	--	91
How well ED's products and services meet expectations	--	--	--	82	--	--	84
How well ED compares with ideal products and services	--	--	--	83	--	--	87
<b>Trust</b>	--	--	--	94	--	--	96
Level of trust in office to meet your organization's needs	--	--	--	94	--	--	96
<b>Project Prevent</b>							
Timeliness in returning phone calls and responding to emails	--	--	--	90	--	--	96
Effectiveness in providing technical assistance or guidance	--	--	--	93	--	--	95
Frequency of communication	--	--	--	92	--	--	93
Technical assistance - relevance and usefulness	--	--	--	90	--	--	92
Technical assistance - frequency of communication	--	--	--	90	--	--	88
Use of technology to deliver services	--	--	--	93	--	--	92



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	0%	0	27%	3
Did not receive	0%	0	73%	8
<b>Number of Respondents</b>	<b>0</b>		<b>11</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	0%	0	73%	8
Agree	0%	0	18%	2
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	9%	1
<b>Number of Respondents</b>	<b>0</b>		<b>11</b>	

<b>Job role</b>				
Project/State Director	0%	0	36%	4
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	36%	4
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	18%	2
Other	0%	0	9%	1
<b>Number of Respondents</b>	<b>0</b>		<b>11</b>	

<b>Length of time in role</b>				
Less than one year	0%	0	18%	2
Between 1 - 3 years	0%	0	45%	5
Between 4 - 10 years	0%	0	9%	1
More than 10 years	0%	0	27%	3
<b>Number of Respondents</b>	<b>0</b>		<b>11</b>	



## Promise Neighborhoods Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>12</b>	<b>11</b>	<b>16</b>	<b>14</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>81</b>	<b>93</b>	<b>92</b>	<b>94</b>	<b>83</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	82	93	93	94	83
Responsiveness to your questions	--	--	81	94	94	97	80
Professionalism	--	--	--	96	95	97	92
Sufficiency of legal guidance in responses	--	--	82	89	90	94	85
Communication about changes that may affect your program	--	--	--	90	90	93	77
Consistency of responses with ED staff from different program offices	--	--	79	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	--	81	91	91	91	76
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>63</b>	<b>78</b>	<b>76</b>	<b>71</b>	<b>66</b>
Ability to find specific information	--	--	62	81	75	68	63
Quality of content	--	--	--	77	75	67	67
Ability to accomplish what you want on the site	--	--	66	80	76	70	65
Accuracy of search results	--	--	--	76	75	71	67
Ability to navigate within the site	--	--	61	78	75	71	69
Look and feel/Visual appearance	--	--	--	78	78	69	70
<b>Documents</b>	<b>--</b>	<b>--</b>	<b>72</b>	<b>84</b>	<b>87</b>	<b>83</b>	<b>75</b>
Clarity	--	--	70	87	87	83	75
Organization of information	--	--	73	84	88	84	76
Sufficiency of detail to meet your program needs	--	--	72	86	87	84	75
Relevance to your areas of need	--	--	74	81	88	81	76
Comprehensiveness in addressing the scope of issues that you face	--	--	70	79	86	81	72
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>74</b>	<b>77</b>	<b>75</b>	<b>70</b>
Clarity of reporting requirements	--	--	--	81	79	79	68
Ease of obtaining data you are required to report	--	--	--	61	67	62	64
Ease of submitting report(s) electronically	--	--	--	76	77	78	69
Availability of assistance in completing your report(s)	--	--	--	84	87	87	84
Usefulness of the data to help you improve your grant program/project	--	--	--	76	78	74	70
Your understanding of how ED uses your data	--	--	--	64	74	70	63
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>80</b>	<b>85</b>	<b>77</b>	<b>76</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	82	89	74	77
Enhancing staff skills needed for successful program management	--	--	--	72	85	78	75
Using evidence-based practices in implementing program activities	--	--	--	81	87	76	72
Assistance with developing resource materials for use in the program	--	--	--	78	77	72	70
Creating opportunities to share best practices via learning groups	--	--	--	90	90	85	84
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	90	78	84	72
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	--	--	78	79	83	76	69
How satisfied are you with ED's products and services	--	--	81	83	88	81	75
How well ED's products and services meet expectations	--	--	79	77	79	74	65
How well ED compares with ideal products and services	--	--	75	77	80	74	67
<b>Trust</b>	--	--	74	87	93	86	83
Level of trust in office to meet your organization's needs	--	--	74	87	93	86	83
<b>Promise Neighborhoods</b>							
ED Program Contacts quality of assistance	--	--	87	86	89	94	81
Urban Institute's Needs Assessment Quality	--	--	79	75	84	78	78
Urban Institute's other services	--	--	76	74	87	70	79
SCORECARD system	--	--	77	65	74	67	68



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	63%	10	57%	8
Did not receive	38%	6	43%	6
<b>Number of Respondents</b>	<b>16</b>		<b>14</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	50%	8	29%	4
Agree	44%	7	57%	8
Disagree	6%	1	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	14%	2
<b>Number of Respondents</b>	<b>16</b>		<b>14</b>	

<b>Job role</b>				
Project/State Director	88%	14	79%	11
School Officer	0%	0	0%	0
Grant Coordinator	6%	1	0%	0
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	14%	2
Other	6%	1	7%	1
<b>Number of Respondents</b>	<b>16</b>		<b>14</b>	

<b>Length of time in role</b>				
Less than one year	31%	5	14%	2
Between 1 - 3 years	0%	0	29%	4
Between 4 - 10 years	63%	10	29%	4
More than 10 years	6%	1	29%	4
<b>Number of Respondents</b>	<b>16</b>		<b>14</b>	

<b>Asked for assistance in areas unrelated to fiscal or grant admin issues - PN</b>				
Asked	44%	7	29%	4
Did not ask	56%	9	71%	10
<b>Number of Respondents</b>	<b>16</b>		<b>14</b>	





## REAP-Rural and Low Income School (RLIS) Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>6</b>	<b>25</b>	<b>31</b>	<b>33</b>	<b>28</b>	<b>39</b>	<b>28</b>
<b>ED Staff/Coordination</b>	<b>85</b>	<b>78</b>	<b>84</b>	<b>90</b>	<b>90</b>	<b>92</b>	<b>93</b>
Knowledge of relevant legislation, regulations, policies, and procedures	85	85	82	90	90	91	95
Responsiveness to your questions	78	70	79	87	86	92	92
Professionalism	--	--	--	96	95	95	95
Sufficiency of legal guidance in responses	94	77	84	89	91	90	92
Communication about changes that may affect your program	--	--	--	88	90	92	91
Consistency of responses with ED staff from different program offices	78	79	84	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	83	75	80	85	88	87	90
<b>Online Resources</b>	<b>71</b>	<b>67</b>	<b>70</b>	<b>78</b>	<b>86</b>	<b>81</b>	<b>84</b>
Ability to find specific information	74	68	73	77	86	81	83
Quality of content	--	--	--	79	88	82	87
Ability to accomplish what you want on the site	69	68	68	77	87	80	85
Accuracy of search results	--	--	--	77	85	79	82
Ability to navigate within the site	70	67	71	78	85	81	83
Look and feel/Visual appearance	--	--	--	80	83	82	81
<b>Documents</b>	<b>65</b>	<b>74</b>	<b>79</b>	<b>85</b>	<b>89</b>	<b>88</b>	<b>90</b>
Clarity	65	74	79	87	90	88	89
Organization of information	69	76	80	87	89	89	91
Sufficiency of detail to meet your program needs	67	73	78	85	87	86	90
Relevance to your areas of need	69	78	81	85	92	89	91
Comprehensiveness in addressing the scope of issues that you face	57	70	79	81	88	86	91
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>76</b>	<b>78</b>	<b>78</b>	<b>82</b>
Clarity of reporting requirements	--	--	--	84	79	83	82
Ease of obtaining data you are required to report	--	--	--	78	80	78	83
Ease of submitting report(s) electronically	--	--	--	82	85	86	88
Availability of assistance in completing your report(s)	--	--	--	87	81	83	86
Usefulness of the data to help you improve your grant program/project	--	--	--	72	75	73	80
Your understanding of how ED uses your data	--	--	--	68	70	70	74
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>77</b>	<b>80</b>	<b>81</b>	<b>86</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	84	86	87	86
Enhancing staff skills needed for successful program management	--	--	--	80	83	82	87
Using evidence-based practices in implementing program activities	--	--	--	78	74	75	84
Assistance with developing resource materials for use in the program	--	--	--	71	81	77	83
Creating opportunities to share best practices via learning groups	--	--	--	74	77	83	89
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	83	69	85	74
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	<b>64</b>	<b>67</b>	<b>72</b>	<b>77</b>	<b>78</b>	<b>80</b>	<b>84</b>
How satisfied are you with ED's products and services	69	72	76	81	83	84	87
How well ED's products and services meet expectations	61	64	70	76	77	78	84
How well ED compares with ideal products and services	63	63	71	74	73	75	82



	2017	2018	2019	2020	2021	2022	2023
Trust	--	--	81	88	89	89	91
Level of trust in office to meet your organization`s needs	--	--	81	88	89	89	91



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	23%	9	21%	6
Did not receive	77%	30	79%	22
<b>Number of Respondents</b>	<b>39</b>		<b>28</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	54%	21	61%	17
Agree	38%	15	36%	10
Disagree	8%	3	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	4%	1
<b>Number of Respondents</b>	<b>39</b>		<b>28</b>	

<b>Job role</b>				
Project/State Director	56%	22	57%	16
School Officer	0%	0	0%	0
Grant Coordinator	31%	12	25%	7
Superintendent	0%	0	0%	0
Business Manager	3%	1	0%	0
President	0%	0	0%	0
Administrator	0%	0	7%	2
Other	10%	4	11%	3
<b>Number of Respondents</b>	<b>39</b>		<b>28</b>	

<b>Length of time in role</b>				
Less than one year	13%	5	18%	5
Between 1 - 3 years	41%	16	36%	10
Between 4 - 10 years	31%	12	29%	8
More than 10 years	15%	6	18%	5
<b>Number of Respondents</b>	<b>39</b>		<b>28</b>	

<b>How heard about REAP program updates and events - REAPRLIS~</b>				
Email announcements from REAP	95%	37	93%	26
Newsletter	21%	8	7%	2
U.S. Department of Education website	26%	10	29%	8
Other	5%	2	4%	1
<b>Number of Respondents</b>	<b>39</b>		<b>28</b>	

<b>Future technical assistance needed for grant - REAPRLIS~</b>				
Use of grant funds	33%	13	29%	8
Use of G5	18%	7	25%	7
Use of Max.gov	15%	6	25%	7
Providing Technical Assistance to Grantees	21%	8	32%	9
REAP eligibility data and estimating award amounts	31%	12	25%	7
Consolidated grant application process	15%	6	0%	0
Grant eligibility data review and submission	28%	11	0%	0
Fiscal accounting procedures	18%	7	7%	2
Monitoring RLIS grantees	51%	20	57%	16
Use of grant funds for administrative costs	8%	3	7%	2
Reporting and use of data	31%	12	46%	13
RLIS subgrant application procedures	0%	0	11%	3
RLIS subgrant allocation procedures	0%	0	11%	3
Other	3%	1	7%	2
<b>Number of Respondents</b>	<b>39</b>		<b>28</b>	



## REAP-Small, Rural School Achievement (SRSA) Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>45</b>	<b>79</b>	<b>83</b>	<b>53</b>	<b>46</b>	<b>63</b>	<b>73</b>
<b>ED Staff/Coordination</b>	<b>83</b>	<b>83</b>	<b>83</b>	<b>90</b>	<b>91</b>	<b>90</b>	<b>86</b>
Knowledge of relevant legislation, regulations, policies, and procedures	83	85	84	90	93	90	84
Responsiveness to your questions	80	82	83	91	90	89	86
Professionalism	--	--	--	93	95	92	88
Sufficiency of legal guidance in responses	81	87	86	93	94	90	85
Communication about changes that may affect your program	--	--	--	89	90	89	86
Consistency of responses with ED staff from different program offices	81	84	85	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	82	85	86	84	95	90	85
<b>Online Resources</b>	<b>64</b>	<b>73</b>	<b>70</b>	<b>78</b>	<b>83</b>	<b>85</b>	<b>77</b>
Ability to find specific information	60	72	68	76	80	83	78
Quality of content	--	--	--	80	84	85	77
Ability to accomplish what you want on the site	66	76	75	80	85	87	77
Accuracy of search results	--	--	--	78	83	86	77
Ability to navigate within the site	61	70	68	76	83	86	76
Look and feel/Visual appearance	--	--	--	78	82	85	76
<b>Documents</b>	<b>72</b>	<b>77</b>	<b>77</b>	<b>81</b>	<b>90</b>	<b>87</b>	<b>84</b>
Clarity	70	75	75	81	90	88	83
Organization of information	72	77	75	82	89	88	83
Sufficiency of detail to meet your program needs	71	77	76	83	90	87	85
Relevance to your areas of need	74	77	80	81	90	86	85
Comprehensiveness in addressing the scope of issues that you face	70	77	79	81	89	86	84
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>80</b>	<b>84</b>	<b>86</b>	<b>80</b>
Clarity of reporting requirements	--	--	--	82	85	86	81
Ease of obtaining data you are required to report	--	--	--	80	84	86	81
Ease of submitting report(s) electronically	--	--	--	85	87	89	82
Availability of assistance in completing your report(s)	--	--	--	82	87	87	82
Usefulness of the data to help you improve your grant program/project	--	--	--	81	86	88	79
Your understanding of how ED uses your data	--	--	--	72	82	84	76
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>80</b>	<b>89</b>	<b>88</b>	<b>80</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	82	91	88	82
Enhancing staff skills needed for successful program management	--	--	--	79	89	89	81
Using evidence-based practices in implementing program activities	--	--	--	81	91	90	80
Assistance with developing resource materials for use in the program	--	--	--	80	89	87	80
Creating opportunities to share best practices via learning groups	--	--	--	80	85	87	77
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	100	87	80	89
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	<b>72</b>	<b>73</b>	<b>76</b>	<b>83</b>	<b>86</b>	<b>85</b>	<b>81</b>
How satisfied are you with ED's products and services	75	77	80	88	89	89	85
How well ED's products and services meet expectations	71	71	73	79	84	83	80
How well ED compares with ideal products and services	70	72	73	80	85	84	78
<b>Trust</b>	<b>--</b>	<b>--</b>	<b>82</b>	<b>87</b>	<b>93</b>	<b>90</b>	<b>85</b>
Level of trust in office to meet your organization's needs	--	--	82	87	93	90	85
<b>REAP-Small, Rural School Achievement (SRSA) Program</b>							
Email announcements from REAP	--	--	--	--	94	91	88
Newsletter	--	--	--	--	50	52	56
U.S. Department of Education website	--	--	--	--	48	44	53
State educational agencies	--	--	--	--	58	70	69
Community organizations	--	--	--	--	28	32	41
Social Media	--	--	--	--	29	27	37
Clarity of instructions for accessing and completing the application	--	--	--	86	89	90	84
Ease of accessing the application using the unique link in the invitation email	--	--	--	88	88	90	84
Navigating the application on the MAX.gov survey tool	--	--	--	84	87	88	81
Preparing and completing the information requested on the application	--	--	--	88	89	89	84
Ease of submitting the application	--	--	--	90	91	90	85
Utilizing the confirmation email	--	--	--	89	89	90	86



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	10%	6	12%	9
Did not receive	90%	57	88%	64
<b>Number of Respondents</b>		<b>63</b>		<b>73</b>

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	60%	38	52%	38
Agree	38%	24	44%	32
Disagree	0%	0	0%	0
Strongly disagree	2%	1	3%	2
Does not apply	0%	0	1%	1
<b>Number of Respondents</b>		<b>63</b>		<b>73</b>

<b>Job role</b>				
Project/State Director	0%	0	0%	0
School Officer	8%	5	0%	0
Grant Coordinator	6%	4	1%	1
Superintendent	57%	36	53%	39
Business Manager	25%	16	29%	21
President	0%	0	0%	0
Administrator	0%	0	14%	10
Other	3%	2	3%	2
<b>Number of Respondents</b>		<b>63</b>		<b>73</b>

<b>Length of time in role</b>				
Less than one year	6%	4	16%	12
Between 1 - 3 years	22%	14	23%	17
Between 4 - 10 years	33%	21	32%	23
More than 10 years	38%	24	29%	21
<b>Number of Respondents</b>		<b>63</b>		<b>73</b>

<b>Future technical assistance needed for grant - REAPSRs~</b>				
Use of funds	49%	31	44%	32
Use of G5	49%	31	49%	36
Grant application process	51%	32	32%	23
EDGAR	0%	0	0%	0
REAP flexibility	0%	0	0%	0
Reporting and use of data	30%	19	26%	19
REAP eligibility data and estimating award amounts	0%	0	0%	0
More communication of resources	17%	11	15%	11
Master Eligibility Spreadsheet access and data	13%	8	18%	13
Legal requirements, including a focus on the statute and regulations	21%	13	0%	0
Alternative Fund Use Authority	10%	6	10%	7
Opportunities to learn from other LEAs implementing SRSA	27%	17	19%	14
Program eligibility	0%	0	29%	21
UEI maintenance in System for Award Management	0%	0	11%	8
Other	3%	2	1%	1
<b>Number of Respondents</b>		<b>63</b>		<b>73</b>



## Rehabilitation Long-Term Training Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>40</b>	<b>30</b>	<b>25</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>85</b>	<b>86</b>	<b>89</b>	<b>88</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	77	85	89	87
Responsiveness to your questions	--	--	--	84	84	89	88
Professionalism	--	--	--	96	91	94	94
Sufficiency of legal guidance in responses	--	--	--	79	84	86	87
Communication about changes that may affect your program	--	--	--	86	86	88	86
Consistency of responses with ED staff from different program offices	--	--	--	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	--	--	85	86	84	84
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>66</b>	<b>73</b>	<b>69</b>	<b>74</b>
Ability to find specific information	--	--	--	63	74	70	73
Quality of content	--	--	--	69	74	71	76
Ability to accomplish what you want on the site	--	--	--	62	72	68	74
Accuracy of search results	--	--	--	66	71	73	72
Ability to navigate within the site	--	--	--	67	72	69	73
Look and feel/Visual appearance	--	--	--	68	71	69	75
<b>Documents</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>76</b>	<b>78</b>	<b>80</b>	<b>81</b>
Clarity	--	--	--	70	76	79	82
Organization of information	--	--	--	78	77	82	81
Sufficiency of detail to meet your program needs	--	--	--	76	78	81	81
Relevance to your areas of need	--	--	--	80	81	79	81
Comprehensiveness in addressing the scope of issues that you face	--	--	--	76	77	77	80
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>65</b>	<b>69</b>	<b>71</b>	<b>76</b>
Clarity of reporting requirements	--	--	--	65	70	72	76
Ease of obtaining data you are required to report	--	--	--	72	71	76	80
Ease of submitting report(s) electronically	--	--	--	63	70	67	76
Availability of assistance in completing your report(s)	--	--	--	66	72	78	80
Usefulness of the data to help you improve your grant program/project	--	--	--	65	69	67	75
Your understanding of how ED uses your data	--	--	--	56	60	63	68
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>61</b>	<b>72</b>	<b>77</b>	<b>81</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	74	83	82	85
Enhancing staff skills needed for successful program management	--	--	--	62	72	78	80
Using evidence-based practices in implementing program activities	--	--	--	56	64	76	75
Assistance with developing resource materials for use in the program	--	--	--	60	65	75	77
Creating opportunities to share best practices via learning groups	--	--	--	56	64	80	84
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	100	74	75
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	--	--	--	68	71	75	77
How satisfied are you with ED's products and services	--	--	--	80	76	80	84
How well ED's products and services meet expectations	--	--	--	61	70	72	76
How well ED compares with ideal products and services	--	--	--	61	65	71	72
<b>Trust</b>	--	--	--	73	79	77	84
Level of trust in office to meet your organization's needs	--	--	--	73	79	77	84
<b>Rehabilitation Long-Term Training Program</b>							
Usefulness of messages that are disseminated via RSA listserv	--	--	--	75	74	79	78
Timeliness of messages that are disseminated via RSA listserv	--	--	--	75	78	79	83
Effectiveness in training vocational rehabilitation counselors for employment	--	--	--	94	90	89	93





## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	27%	8	16%	4
Did not receive	73%	22	84%	21
Number of Respondents	30		25	
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	50%	15	44%	11
Agree	33%	10	48%	12
Disagree	13%	4	8%	2
Strongly disagree	3%	1	0%	0
Does not apply	0%	0	0%	0
Number of Respondents	30		25	
Job role				
Project/State Director	73%	22	64%	16
School Officer	0%	0	0%	0
Grant Coordinator	20%	6	24%	6
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	4%	1
Other	7%	2	8%	2
Number of Respondents	30		25	
Length of time in role				
Less than one year	7%	2	0%	0
Between 1 - 3 years	23%	7	24%	6
Between 4 - 10 years	20%	6	36%	9
More than 10 years	50%	15	40%	10
Number of Respondents	30		25	
Training would like provided - RLTT				
Statutory and regulatory program requirements	37%	11	36%	9
Payback requirements	13%	4	32%	8
Uniform Guidance	7%	2	4%	1
Calculating the required 10 percent match	7%	2	4%	1
Calculating the required 65 percent scholar support	10%	3	0%	0
Calculating competitive preference match at 50 percent and 100 percent	3%	1	4%	1
Other	23%	7	20%	5
Number of Respondents	30		25	



## Replication and Expansion of High-Quality Charter Schools Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>18</b>	<b>24</b>	<b>19</b>	<b>17</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>65</b>	<b>56</b>	<b>65</b>	<b>66</b>	<b>74</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	81	62	68	72	77
Responsiveness to your questions	--	--	64	55	62	65	72
Professionalism	--	--	--	67	76	76	81
Sufficiency of legal guidance in responses	--	--	77	50	56	61	70
Communication about changes that may affect your program	--	--	--	48	65	71	74
Consistency of responses with ED staff from different program offices	--	--	51	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	--	63	44	56	65	68
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>55</b>	<b>56</b>	<b>70</b>	<b>70</b>	<b>63</b>
Ability to find specific information	--	--	54	56	70	71	63
Quality of content	--	--	--	53	70	67	72
Ability to accomplish what you want on the site	--	--	52	56	70	68	60
Accuracy of search results	--	--	--	51	75	78	67
Ability to navigate within the site	--	--	61	56	80	72	62
Look and feel/Visual appearance	--	--	--	61	73	73	57
<b>Documents</b>	<b>--</b>	<b>--</b>	<b>65</b>	<b>50</b>	<b>67</b>	<b>69</b>	<b>68</b>
Clarity	--	--	59	51	70	68	69
Organization of information	--	--	64	52	74	70	69
Sufficiency of detail to meet your program needs	--	--	67	48	66	67	71
Relevance to your areas of need	--	--	72	53	65	73	65
Comprehensiveness in addressing the scope of issues that you face	--	--	66	47	60	67	65
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>40</b>	<b>53</b>	<b>62</b>	<b>63</b>
Clarity of reporting requirements	--	--	--	40	55	66	71
Ease of obtaining data you are required to report	--	--	--	49	63	68	69
Ease of submitting report(s) electronically	--	--	--	41	50	53	60
Availability of assistance in completing your report(s)	--	--	--	39	56	68	66
Usefulness of the data to help you improve your grant program/project	--	--	--	36	51	64	63
Your understanding of how ED uses your data	--	--	--	31	34	49	49
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>40</b>	<b>52</b>	<b>60</b>	<b>64</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	47	61	63	67
Enhancing staff skills needed for successful program management	--	--	--	32	48	56	60
Using evidence-based practices in implementing program activities	--	--	--	34	50	62	65
Assistance with developing resource materials for use in the program	--	--	--	30	45	68	64
Creating opportunities to share best practices via learning groups	--	--	--	41	47	56	62
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	50	100	70	89
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	--	--	59	48	57	57	61
How satisfied are you with ED's products and services	--	--	61	54	63	60	65
How well ED's products and services meet expectations	--	--	56	46	55	56	64
How well ED compares with ideal products and services	--	--	58	42	52	53	54
<b>Trust</b>	--	--	60	56	57	69	73
Level of trust in office to meet your organization's needs	--	--	60	56	57	69	73
<b>Replication and Expansion of High-Quality Charter Schools</b>							
Dissemination of resources and opportunities the CSP provides	--	--	59	55	67	71	69
Comms and info accessible and provided in timely manner	--	--	50	54	60	67	61
Technical assistance receive on project implementation and budget questions	--	--	63	53	52	56	70
Assistance gives opportunity to give staff an understanding of your project	--	--	54	52	57	64	70
Guidance CSP provides on Federal grant compliance	--	--	50	46	49	60	72



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	16%	3	24%	4
Did not receive	84%	16	76%	13
<b>Number of Respondents</b>	<b>19</b>		<b>17</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	26%	5	18%	3
Agree	32%	6	65%	11
Disagree	32%	6	18%	3
Strongly disagree	11%	2	0%	0
Does not apply	0%	0	0%	0
<b>Number of Respondents</b>	<b>19</b>		<b>17</b>	

<b>Job role</b>				
Project/State Director	53%	10	53%	9
School Officer	11%	2	0%	0
Grant Coordinator	21%	4	29%	5
Superintendent	5%	1	6%	1
Business Manager	5%	1	0%	0
President	0%	0	0%	0
Administrator	0%	0	6%	1
Other	5%	1	6%	1
<b>Number of Respondents</b>	<b>19</b>		<b>17</b>	

<b>Length of time in role</b>				
Less than one year	26%	5	12%	2
Between 1 - 3 years	37%	7	47%	8
Between 4 - 10 years	26%	5	35%	6
More than 10 years	11%	2	6%	1
<b>Number of Respondents</b>	<b>19</b>		<b>17</b>	



## Ronald E. McNair Post-Baccalaureate Achievement Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>116</b>	<b>0</b>	<b>93</b>
<b>ED Staff/Coordination</b>	--	--	--	--	<b>80</b>	--	<b>72</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	--	88	--	84
Responsiveness to your questions	--	--	--	--	66	--	56
Professionalism	--	--	--	--	89	--	83
Sufficiency of legal guidance in responses	--	--	--	--	77	--	73
Communication about changes that may affect your program	--	--	--	--	78	--	71
Consistency of responses with ED staff from different program offices	--	--	--	--	74	--	64
Collaboration with other ED programs or offices in providing relevant services	--	--	--	--	79	--	70
<b>Online Resources</b>	--	--	--	--	<b>72</b>	--	<b>68</b>
Ability to find specific information	--	--	--	--	74	--	73
Quality of content	--	--	--	--	70	--	67
Ability to accomplish what you want on the site	--	--	--	--	72	--	69
Accuracy of search results	--	--	--	--	74	--	69
Ability to navigate within the site	--	--	--	--	72	--	70
Look and feel/Visual appearance	--	--	--	--	66	--	62
<b>Information in Application Package</b>	--	--	--	--	<b>83</b>	--	<b>85</b>
Program Purpose	--	--	--	--	86	--	88
Program Priorities	--	--	--	--	85	--	86
Selection Criteria	--	--	--	--	85	--	84
Review Process	--	--	--	--	76	--	79
Budget Information and Forms	--	--	--	--	79	--	80
Deadline for Submission	--	--	--	--	87	--	88
Dollar Limit on Awards	--	--	--	--	81	--	86
Page Limitation Instructions	--	--	--	--	84	--	87
Formatting Instructions	--	--	--	--	78	--	84
Program Contact	--	--	--	--	86	--	88
<b>Grant Performance Reporting Requirements</b>	--	--	--	--	<b>72</b>	--	<b>72</b>
Clarity of reporting requirements	--	--	--	--	78	--	75
Ease of obtaining data you are required to report	--	--	--	--	72	--	71
Ease of submitting report(s) electronically	--	--	--	--	84	--	77
Availability of assistance in completing your report(s)	--	--	--	--	77	--	69
Usefulness of the data to help you improve your grant program/project	--	--	--	--	70	--	75
Your understanding of how ED uses your data	--	--	--	--	54	--	59



	2017	2018	2019	2020	2021	2022	2023
<b>Technical Assistance</b>	--	--	--	--	71	--	73
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	71	--	73
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	--	--	--	--	69	--	66
How satisfied are you with ED's products and services	--	--	--	--	76	--	71
How well ED's products and services meet expectations	--	--	--	--	65	--	63
How well ED compares with ideal products and services	--	--	--	--	65	--	62
<b>Trust</b>	--	--	--	--	76	--	73
Level of trust in office to meet your organization's needs	--	--	--	--	76	--	73
<b>Ronald E. McNair Post-Baccalaureate Achievement Program</b>							
Responsiveness to your questions	--	--	--	--	64	--	62
Knowledge of relevant legislation, regulations, policies and procedures	--	--	--	--	76	--	75
Ability to resolve issues	--	--	--	--	71	--	71
Use of clear and concise written and verbal communication	--	--	--	--	71	--	70
Timely resolution of general programmatic and/or financial issues	--	--	--	--	60	--	60
Timeliness of the grant award notification	--	--	--	--	68	--	76
Availability of funds with adequate time for implementation	--	--	--	--	74	--	82
Transparency of how funds are distributed among grantees	--	--	--	--	76	--	78
Sufficiency of information provided to keep you informed	--	--	--	--	75	--	67
Frequency of communication	--	--	--	--	67	--	59
Clarity of communication	--	--	--	--	73	--	69



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	0%	0	29%	27
Agree	0%	0	47%	44
Disagree	0%	0	19%	18
Strongly disagree	0%	0	3%	3
Does not apply	0%	0	1%	1
<b>Number of Respondents</b>		<b>0</b>		<b>93</b>
<b>Job role</b>				
Project/State Director	0%	0	88%	82
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	1%	1
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	9%	8
Other	0%	0	2%	2
<b>Number of Respondents</b>		<b>0</b>		<b>93</b>
<b>Length of time in role</b>				
Less than one year	0%	0	17%	16
Between 1 - 3 years	0%	0	20%	19
Between 4 - 10 years	0%	0	37%	34
More than 10 years	0%	0	26%	24
<b>Number of Respondents</b>		<b>0</b>		<b>93</b>
<b>Preferred method of communication - McN-PBAP</b>				
Individual Email	0%	0	78%	73
Blast/Distribution list email	0%	0	11%	10
Telephone	0%	0	3%	3
Webinar	0%	0	3%	3
Other	0%	0	4%	4
<b>Number of Respondents</b>		<b>0</b>		<b>93</b>



## RSA Vocational Rehabilitation Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>38</b>	<b>31</b>	<b>35</b>	<b>28</b>	<b>34</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>64</b>	<b>75</b>	<b>74</b>	<b>79</b>	<b>75</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	70	76	81	87	83
Responsiveness to your questions	--	--	59	72	65	76	72
Professionalism	--	--	--	90	90	90	91
Sufficiency of legal guidance in responses	--	--	63	66	67	68	66
Communication about changes that may affect your program	--	--	--	72	72	76	69
Consistency of responses with ED staff from different program offices	--	--	--	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	--	56	66	66	71	65
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>53</b>	<b>61</b>	<b>66</b>	<b>70</b>	<b>65</b>
Ability to find specific information	--	--	52	57	63	68	63
Quality of content	--	--	--	63	70	73	69
Ability to accomplish what you want on the site	--	--	55	59	64	67	63
Accuracy of search results	--	--	--	62	66	72	65
Ability to navigate within the site	--	--	52	60	64	69	65
Look and feel/Visual appearance	--	--	--	63	65	70	65
<b>Documents</b>	<b>--</b>	<b>--</b>	<b>60</b>	<b>71</b>	<b>69</b>	<b>76</b>	<b>75</b>
Clarity	--	--	59	68	66	75	73
Organization of information	--	--	65	76	74	77	78
Sufficiency of detail to meet your program needs	--	--	54	67	68	75	71
Relevance to your areas of need	--	--	70	77	77	79	79
Comprehensiveness in addressing the scope of issues that you face	--	--	53	66	61	73	72
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>65</b>	<b>63</b>	<b>69</b>	<b>70</b>
Clarity of reporting requirements	--	--	--	68	67	73	72
Ease of obtaining data you are required to report	--	--	--	55	55	65	62
Ease of submitting report(s) electronically	--	--	--	70	68	72	72
Availability of assistance in completing your report(s)	--	--	--	69	64	71	73
Usefulness of the data to help you improve your grant program/project	--	--	--	64	64	68	70
Your understanding of how ED uses your data	--	--	--	65	59	68	70
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>64</b>	<b>67</b>	<b>70</b>	<b>69</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	70	73	74	72
Enhancing staff skills needed for successful program management	--	--	--	61	66	68	67
Using evidence-based practices in implementing program activities	--	--	--	59	63	69	65
Assistance with developing resource materials for use in the program	--	--	--	60	60	67	62
Creating opportunities to share best practices via learning groups	--	--	--	62	61	69	65
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	91	92	91	92
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--





	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	--	--	49	60	61	63	61
How satisfied are you with ED's products and services	--	--	57	68	66	69	68
How well ED's products and services meet expectations	--	--	46	56	59	61	59
How well ED compares with ideal products and services	--	--	42	55	57	57	57
<b>Trust</b>	--	--	56	66	69	64	63
Level of trust in office to meet your organization's needs	--	--	56	66	69	64	63
<b>RSA Vocational Rehabilitation Program</b>							
Responsiveness to questions and requests for technical assistance	--	--	61	71	76	77	78
Supportiveness in helping complete Unified or Combined State Plan	--	--	64	70	72	78	78
Dissemination of subregulatory guidance	--	--	61	74	76	79	75
Provision of effective training and dissemination of relevant information	--	--	58	65	62	72	70
Data Collection and Reporting	--	--	56	74	72	70	80
Fiscal/Grant Management	--	--	67	73	68	66	76
Programmatic	--	--	59	72	72	66	75
Technical Assistance	--	--	59	71	69	65	72
Utility of website for entering required data, retrieving and revising reports	--	--	62	66	59	60	67
Ease of navigating website	--	--	57	64	56	65	63
Usefulness of information available on the website	--	--	57	68	65	71	71
Website technical support	--	--	67	66	59	67	69



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	64%	18	65%	22
Did not receive	36%	10	35%	12
<b>Number of Respondents</b>	<b>28</b>		<b>34</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	25%	7	18%	6
Agree	50%	14	53%	18
Disagree	14%	4	15%	5
Strongly disagree	11%	3	6%	2
Does not apply	0%	0	9%	3
<b>Number of Respondents</b>	<b>28</b>		<b>34</b>	

<b>Job role</b>				
Project/State Director	89%	25	88%	30
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	3%	1
Superintendent	0%	0	0%	0
Business Manager	4%	1	0%	0
President	0%	0	0%	0
Administrator	0%	0	9%	3
Other	7%	2	0%	0
<b>Number of Respondents</b>	<b>28</b>		<b>34</b>	

<b>Length of time in role</b>				
Less than one year	21%	6	9%	3
Between 1 - 3 years	32%	9	29%	10
Between 4 - 10 years	36%	10	50%	17
More than 10 years	11%	3	12%	4
<b>Number of Respondents</b>	<b>28</b>		<b>34</b>	



## School Based Mental Health Grant Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>55</b>
<b>ED Staff/Coordination</b>	--	--	--	--	--	--	<b>83</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	--	--	--	86
Responsiveness to your questions	--	--	--	--	--	--	73
Professionalism	--	--	--	--	--	--	92
Sufficiency of legal guidance in responses	--	--	--	--	--	--	82
Communication about changes that may affect your program	--	--	--	--	--	--	83
Consistency of responses with ED staff from different program offices	--	--	--	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	--	--	--	--	--	81
<b>Online Resources</b>	--	--	--	--	--	--	<b>74</b>
Ability to find specific information	--	--	--	--	--	--	73
Quality of content	--	--	--	--	--	--	74
Ability to accomplish what you want on the site	--	--	--	--	--	--	73
Accuracy of search results	--	--	--	--	--	--	76
Ability to navigate within the site	--	--	--	--	--	--	73
Look and feel/Visual appearance	--	--	--	--	--	--	76
<b>Documents</b>	--	--	--	--	--	--	<b>78</b>
Clarity	--	--	--	--	--	--	78
Organization of information	--	--	--	--	--	--	78
Sufficiency of detail to meet your program needs	--	--	--	--	--	--	77
Relevance to your areas of need	--	--	--	--	--	--	78
Comprehensiveness in addressing the scope of issues that you face	--	--	--	--	--	--	77
<b>Grant Performance Reporting Requirements</b>	--	--	--	--	--	--	<b>69</b>
Clarity of reporting requirements	--	--	--	--	--	--	68
Ease of obtaining data you are required to report	--	--	--	--	--	--	63
Ease of submitting report(s) electronically	--	--	--	--	--	--	66
Availability of assistance in completing your report(s)	--	--	--	--	--	--	71
Usefulness of the data to help you improve your grant program/project	--	--	--	--	--	--	69
Your understanding of how ED uses your data	--	--	--	--	--	--	68
<b>Technical Assistance</b>	--	--	--	--	--	--	<b>72</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	--	--	76
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	76
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	77
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	73
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	67
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	94
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	--	--	--	--	--	--	<b>71</b>
How satisfied are you with ED's products and services	--	--	--	--	--	--	76
How well ED's products and services meet expectations	--	--	--	--	--	--	68
How well ED compares with ideal products and services	--	--	--	--	--	--	68
<b>Trust</b>	--	--	--	--	--	--	<b>78</b>
Level of trust in office to meet your organization's needs	--	--	--	--	--	--	78



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	0%	0	20%	11
Did not receive	0%	0	80%	44
<b>Number of Respondents</b>	<b>0</b>		<b>55</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	0%	0	38%	21
Agree	0%	0	45%	25
Disagree	0%	0	11%	6
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	5%	3
<b>Number of Respondents</b>	<b>0</b>		<b>55</b>	

<b>Job role</b>				
Project/State Director	0%	0	51%	28
School Officer	0%	0	5%	3
Grant Coordinator	0%	0	25%	14
Superintendent	0%	0	4%	2
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	11%	6
Other	0%	0	4%	2
<b>Number of Respondents</b>	<b>0</b>		<b>55</b>	

<b>Length of time in role</b>				
Less than one year	0%	0	42%	23
Between 1 - 3 years	0%	0	27%	15
Between 4 - 10 years	0%	0	18%	10
More than 10 years	0%	0	13%	7
<b>Number of Respondents</b>	<b>0</b>		<b>55</b>	



## School Climate Transformation Grants (LEAs) Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>55</b>	<b>59</b>	<b>40</b>	<b>53</b>	<b>51</b>	<b>44</b>	<b>42</b>
<b>ED Staff/Coordination</b>	<b>96</b>	<b>96</b>	<b>75</b>	<b>93</b>	<b>95</b>	<b>93</b>	<b>92</b>
Knowledge of relevant legislation, regulations, policies, and procedures	95	96	79	95	97	93	92
Responsiveness to your questions	97	96	76	88	90	87	90
Professionalism	--	--	--	97	97	98	96
Sufficiency of legal guidance in responses	93	97	74	91	94	94	93
Communication about changes that may affect your program	--	--	--	93	95	90	91
Consistency of responses with ED staff from different program offices	95	97	76	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	95	94	72	91	93	91	89
<b>Online Resources</b>	<b>86</b>	<b>90</b>	<b>67</b>	<b>83</b>	<b>87</b>	<b>84</b>	<b>81</b>
Ability to find specific information	86	89	71	82	87	83	82
Quality of content	--	--	--	85	90	84	83
Ability to accomplish what you want on the site	89	89	65	81	87	85	81
Accuracy of search results	--	--	--	83	87	85	81
Ability to navigate within the site	87	88	69	82	83	84	81
Look and feel/Visual appearance	--	--	--	84	85	87	82
<b>Documents</b>	<b>88</b>	<b>91</b>	<b>74</b>	<b>87</b>	<b>91</b>	<b>87</b>	<b>87</b>
Clarity	88	91	75	87	92	88	88
Organization of information	88	91	78	87	91	87	88
Sufficiency of detail to meet your program needs	89	92	75	88	91	87	88
Relevance to your areas of need	89	93	77	87	90	86	88
Comprehensiveness in addressing the scope of issues that you face	88	92	72	86	90	88	87
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>82</b>	<b>84</b>	<b>85</b>	<b>83</b>
Clarity of reporting requirements	--	--	--	83	89	89	88
Ease of obtaining data you are required to report	--	--	--	82	85	85	84
Ease of submitting report(s) electronically	--	--	--	77	81	76	73
Availability of assistance in completing your report(s)	--	--	--	83	87	89	86
Usefulness of the data to help you improve your grant program/project	--	--	--	86	85	88	87
Your understanding of how ED uses your data	--	--	--	80	75	82	76
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>84</b>	<b>87</b>	<b>88</b>	<b>88</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	84	88	90	89
Enhancing staff skills needed for successful program management	--	--	--	84	85	88	86
Using evidence-based practices in implementing program activities	--	--	--	87	92	89	89
Assistance with developing resource materials for use in the program	--	--	--	83	86	88	88
Creating opportunities to share best practices via learning groups	--	--	--	82	83	82	84
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	92	98	98	97
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	<b>87</b>	<b>90</b>	<b>77</b>	<b>82</b>	<b>85</b>	<b>85</b>	<b>85</b>
How satisfied are you with ED's products and services	91	95	80	86	90	89	88
How well ED's products and services meet expectations	84	87	76	80	80	84	84
How well ED compares with ideal products and services	84	88	74	79	83	83	82



	2017	2018	2019	2020	2021	2022	2023
<b>Trust</b>	--	--	76	92	92	91	88
Level of trust in office to meet your organization`s needs	--	--	76	92	92	91	88
<b>School Climate Transformation Grants (LEAs) Program</b>							
Helpfulness of technical assistance	--	--	--	--	84	87	85



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	39%	17	24%	10
Did not receive	61%	27	76%	32
<b>Number of Respondents</b>	<b>44</b>		<b>42</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	66%	29	52%	22
Agree	34%	15	48%	20
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
<b>Number of Respondents</b>	<b>44</b>		<b>42</b>	

<b>Job role</b>				
Project/State Director	64%	28	50%	21
School Officer	0%	0	2%	1
Grant Coordinator	25%	11	26%	11
Superintendent	5%	2	10%	4
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	12%	5
Other	7%	3	0%	0
<b>Number of Respondents</b>	<b>44</b>		<b>42</b>	

<b>Length of time in role</b>				
Less than one year	9%	4	17%	7
Between 1 - 3 years	73%	32	31%	13
Between 4 - 10 years	9%	4	38%	16
More than 10 years	9%	4	14%	6
<b>Number of Respondents</b>	<b>44</b>		<b>42</b>	

<b>Frequency of tech assistance from OSSS office - SCTG LEA</b>				
At least weekly	7%	3	2%	1
Monthly	39%	17	55%	23
Quarterly	45%	20	31%	13
Yearly	9%	4	12%	5
<b>Number of Respondents</b>	<b>44</b>		<b>42</b>	

<b>Frequency of tech assistance from PBIS TA Center - SCTG LEA</b>				
At least weekly	14%	6	5%	2
Monthly	43%	19	48%	20
Quarterly	34%	15	29%	12
Yearly	9%	4	19%	8
<b>Number of Respondents</b>	<b>44</b>		<b>42</b>	

<b>Most helpful form of tech assistance - SCTG LEA</b>				
Written guidance	5%	2	7%	3
Email communication	34%	15	45%	19
Annual meetings/conferences	23%	10	29%	12
In-person training or site-specific support	30%	13	17%	7
Other	9%	4	2%	1
<b>Number of Respondents</b>	<b>44</b>		<b>42</b>	





	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>TA content most useful - SCTG LEA~</b>				
Using data for effective student outcomes	64%	28	67%	28
Leveraging alignment, integration and sustainability	82%	36	71%	30
Effectiveness and efficiency of communications	27%	12	26%	11
Leveraging public/private partnerships for sustainability	39%	17	33%	14
Federal project management	25%	11	17%	7
Federal grant fiscal management	14%	6	24%	10
Federal grant contracting do's and don'ts	14%	6	24%	10
Federal grant regulations	9%	4	12%	5
Federal grant administration	5%	2	12%	5
Other	0%	0	0%	0
<b>Number of Respondents</b>	<b>44</b>		<b>42</b>	



## State Personnel Development Grants Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>	<b>25</b>	<b>19</b>
<b>ED Staff/Coordination</b>	--	--	--	--	<b>92</b>	<b>94</b>	<b>94</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	--	93	95	95
Responsiveness to your questions	--	--	--	--	92	95	96
Professionalism	--	--	--	--	95	96	96
Sufficiency of legal guidance in responses	--	--	--	--	89	94	92
Communication about changes that may affect your program	--	--	--	--	91	94	94
Consistency of responses with ED staff from different program offices	--	--	--	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	--	--	--	96	91	90
<b>Grant Performance Reporting Requirements</b>	--	--	--	--	<b>79</b>	<b>84</b>	<b>83</b>
Clarity of reporting requirements	--	--	--	--	83	84	86
Ease of obtaining data you are required to report	--	--	--	--	81	83	84
Ease of submitting report(s) electronically	--	--	--	--	69	73	73
Availability of assistance in completing your report(s)	--	--	--	--	81	91	88
Usefulness of the data to help you improve your grant program/project	--	--	--	--	87	90	87
Your understanding of how ED uses your data	--	--	--	--	76	83	79
<b>Technical Assistance</b>	--	--	--	--	<b>88</b>	<b>90</b>	<b>91</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	85	90	92
Enhancing staff skills needed for successful program management	--	--	--	--	84	88	88
Using evidence-based practices in implementing program activities	--	--	--	--	90	90	92
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	92	94	96
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	91	90	87
<b>ACSI</b>	--	--	--	--	<b>79</b>	<b>86</b>	<b>83</b>
How satisfied are you with ED's products and services	--	--	--	--	85	91	89
How well ED's products and services meet expectations	--	--	--	--	75	84	78
How well ED compares with ideal products and services	--	--	--	--	76	82	80
<b>Trust</b>	--	--	--	--	<b>90</b>	<b>94</b>	<b>93</b>
Level of trust in office to meet your organization's needs	--	--	--	--	90	94	93



	2017	2018	2019	2020	2021	2022	2023
<b>State Personnel Development Grants</b>							
OSEP-funded TA provider	--	--	--	--	69	76	80
Education Department-funded TA provider	--	--	--	--	49	52	66
Professional associations	--	--	--	--	64	80	70
Conferences where research is presented	--	--	--	--	62	74	70
Books	--	--	--	--	60	64	61
Journal articles	--	--	--	--	65	70	62
Personal interaction with peers	--	--	--	--	75	74	85
IDEAS that work website	--	--	--	--	53	58	64
The Department's new IDEA website	--	--	--	--	51	50	64
Helpfulness of ED Staff in supporting growth of grant/improve project	--	--	--	--	87	89	88



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	84%	21	89%	17
Did not receive	16%	4	11%	2
<b>Number of Respondents</b>	<b>25</b>		<b>19</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	72%	18	63%	12
Agree	28%	7	37%	7
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
<b>Number of Respondents</b>	<b>25</b>		<b>19</b>	

<b>Job role</b>				
Project/State Director	80%	20	84%	16
School Officer	0%	0	0%	0
Grant Coordinator	20%	5	16%	3
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	0%	0
Other	0%	0	0%	0
<b>Number of Respondents</b>	<b>25</b>		<b>19</b>	

<b>Length of time in role</b>				
Less than one year	16%	4	5%	1
Between 1 - 3 years	52%	13	53%	10
Between 4 - 10 years	20%	5	32%	6
More than 10 years	12%	3	11%	2
<b>Number of Respondents</b>	<b>25</b>		<b>19</b>	



## Strengthening Historically Black Colleges and Universities (HBCU) Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>26</b>	<b>0</b>	<b>35</b>	<b>32</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>91</b>	<b>--</b>	<b>89</b>	<b>87</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	93	--	92	88
Responsiveness to your questions	--	--	--	89	--	88	85
Professionalism	--	--	--	94	--	92	88
Sufficiency of legal guidance in responses	--	--	--	92	--	87	86
Communication about changes that may affect your program	--	--	--	91	--	90	90
Consistency of responses with ED staff from different program offices	--	--	--	88	--	82	86
Collaboration with other ED programs or offices in providing relevant services	--	--	--	90	--	87	84
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>78</b>	<b>--</b>	<b>76</b>	<b>75</b>
Ability to find specific information	--	--	--	77	--	76	76
Quality of content	--	--	--	79	--	75	73
Ability to accomplish what you want on the site	--	--	--	76	--	76	73
Accuracy of search results	--	--	--	80	--	77	77
Ability to navigate within the site	--	--	--	78	--	77	78
Look and feel/Visual appearance	--	--	--	77	--	76	73
<b>Information in Application Package</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>90</b>	<b>--</b>	<b>88</b>	<b>92</b>
Program Purpose	--	--	--	92	--	91	91
Program Priorities	--	--	--	90	--	89	92
Selection Criteria	--	--	--	90	--	90	91
Review Process	--	--	--	87	--	87	89
Budget Information and Forms	--	--	--	90	--	89	93
Deadline for Submission	--	--	--	90	--	90	92
Dollar Limit on Awards	--	--	--	88	--	84	91
Page Limitation Instructions	--	--	--	86	--	84	89
Formatting Instructions	--	--	--	88	--	86	90
Program Contact	--	--	--	93	--	93	96
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>80</b>	<b>--</b>	<b>83</b>	<b>83</b>
Clarity of reporting requirements	--	--	--	79	--	80	85
Ease of obtaining data you are required to report	--	--	--	78	--	83	82
Ease of submitting report(s) electronically	--	--	--	88	--	90	87
Availability of assistance in completing your report(s)	--	--	--	82	--	83	84
Usefulness of the data to help you improve your grant program/project	--	--	--	81	--	81	83
Your understanding of how ED uses your data	--	--	--	73	--	80	80



	2017	2018	2019	2020	2021	2022	2023
<b>Technical Assistance</b>	--	--	--	85	--	88	83
TA services provided in helping successfully implement grant programs/projects	--	--	--	85	--	88	83
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	--	--	--	82	--	83	81
How satisfied are you with ED's products and services	--	--	--	88	--	89	85
How well ED's products and services meet expectations	--	--	--	80	--	78	79
How well ED compares with ideal products and services	--	--	--	78	--	80	78
<b>Trust</b>	--	--	--	91	--	89	86
Level of trust in office to meet your organization's needs	--	--	--	91	--	89	86
<b>Strengthening Historically Black Colleges and Universities (HBCU) program</b>							
Responsiveness to your questions	--	--	--	87	--	86	83
Knowledge of relevant legislation, regulations, policies and procedures	--	--	--	90	--	91	83
Ability to resolve issues	--	--	--	93	--	91	85
Use of clear and concise written and verbal communication	--	--	--	89	--	90	84
Timely resolution of general programmatic and/or financial issues	--	--	--	84	--	86	82
Timeliness of the grant award notification	--	--	--	80	--	88	89
Availability of funds with adequate time for implementation	--	--	--	82	--	86	95
Transparency of how funds are distributed among grantees	--	--	--	88	--	88	85
Sufficiency of information provided to keep you informed	--	--	--	87	--	90	85
Frequency of communication	--	--	--	86	--	85	81
Clarity of communication	--	--	--	88	--	87	83



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	54%	19	44%	14
Agree	43%	15	53%	17
Disagree	0%	0	3%	1
Strongly disagree	0%	0	0%	0
Does not apply	3%	1	0%	0
<b>Number of Respondents</b>	<b>35</b>		<b>32</b>	

<b>Job role</b>				
Project/State Director	60%	21	56%	18
School Officer	3%	1	0%	0
Grant Coordinator	26%	9	19%	6
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	22%	7
Other	11%	4	3%	1
<b>Number of Respondents</b>	<b>35</b>		<b>32</b>	

<b>Length of time in role</b>				
Less than one year	14%	5	0%	0
Between 1 - 3 years	29%	10	25%	8
Between 4 - 10 years	29%	10	38%	12
More than 10 years	29%	10	38%	12
<b>Number of Respondents</b>	<b>35</b>		<b>32</b>	

<b>Preferred method of communication - HBCU</b>				
Individual Email	71%	25	69%	22
Blast/Distribution list email	11%	4	13%	4
Telephone	11%	4	9%	3
Webinar	0%	0	3%	1
Other	6%	2	6%	2
<b>Number of Respondents</b>	<b>35</b>		<b>32</b>	



## Strengthening Institutions Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>120</b>	<b>144</b>	<b>107</b>	<b>105</b>	<b>78</b>	<b>93</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>82</b>	<b>84</b>	<b>88</b>	<b>79</b>	<b>86</b>	<b>88</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	86	84	91	87	92	91
Responsiveness to your questions	--	79	81	81	73	80	83
Professionalism	--	--	--	93	86	90	94
Sufficiency of legal guidance in responses	--	84	86	86	80	84	86
Communication about changes that may affect your program	--	--	--	85	84	88	89
Consistency of responses with ED staff from different program offices	--	83	85	86	84	90	87
Collaboration with other ED programs or offices in providing relevant services	--	87	86	88	78	85	89
<b>Online Resources</b>	<b>--</b>	<b>63</b>	<b>69</b>	<b>74</b>	<b>73</b>	<b>73</b>	<b>78</b>
Ability to find specific information	--	64	69	73	71	72	76
Quality of content	--	--	--	75	73	73	77
Ability to accomplish what you want on the site	--	62	69	74	72	73	77
Accuracy of search results	--	--	--	74	74	71	80
Ability to navigate within the site	--	66	70	74	76	73	79
Look and feel/Visual appearance	--	--	--	71	73	73	78
<b>Information in Application Package</b>	<b>--</b>	<b>84</b>	<b>87</b>	<b>86</b>	<b>87</b>	<b>91</b>	<b>91</b>
Program Purpose	--	86	88	85	88	91	90
Program Priorities	--	84	88	85	86	92	91
Selection Criteria	--	84	85	84	85	89	91
Review Process	--	83	82	81	84	88	88
Budget Information and Forms	--	80	83	83	83	88	87
Deadline for Submission	--	86	90	90	91	95	92
Dollar Limit on Awards	--	87	88	88	89	92	92
Page Limitation Instructions	--	85	87	87	88	91	92
Formatting Instructions	--	81	85	84	85	91	89
Program Contact	--	86	90	88	88	95	92
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>70</b>	<b>70</b>	<b>74</b>	<b>79</b>
Clarity of reporting requirements	--	--	--	70	71	75	78
Ease of obtaining data you are required to report	--	--	--	71	68	75	77
Ease of submitting report(s) electronically	--	--	--	81	83	87	88
Availability of assistance in completing your report(s)	--	--	--	68	64	70	78
Usefulness of the data to help you improve your grant program/project	--	--	--	72	74	78	83
Your understanding of how ED uses your data	--	--	--	61	58	62	73





	2017	2018	2019	2020	2021	2022	2023
<b>Technical Assistance</b>	--	--	--	76	68	75	81
TA services provided in helping successfully implement grant programs/projects	--	--	--	76	68	75	81
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	--	64	77	75	70	71	77
How satisfied are you with ED's products and services	--	73	84	82	76	78	82
How well ED's products and services meet expectations	--	61	74	72	66	70	74
How well ED compares with ideal products and services	--	58	71	70	64	65	72
<b>Trust</b>	--	--	85	82	78	81	87
Level of trust in office to meet your organization's needs	--	--	85	82	78	81	87
<b>Strengthening Institutions Program</b>							
Responsiveness to questions	--	76	82	77	73	81	83
Knowledge of relevant legislation, regulations, policies, and procedures	--	81	86	86	82	88	90
Ability to resolve issues	--	80	87	82	79	86	90
Use of clear and concise written and verbal communication	--	78	85	80	78	84	87
Timely resolution of general programmatic and/or financial issues	--	74	83	78	75	81	84
Timeliness of the grant award notification	--	--	--	78	79	81	83
Availability of funds with adequate time for implementation	--	--	--	80	80	83	86
Transparency of how funds are distributed among grantees	--	--	--	87	86	86	91
Sufficiency of information provided to keep you informed	--	--	--	78	74	80	82
Frequency of communication	--	--	--	72	69	76	78
Clarity of communication	--	--	--	77	75	83	82



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	44%	34	45%	42
Agree	42%	33	42%	39
Disagree	6%	5	5%	5
Strongly disagree	1%	1	2%	2
Does not apply	6%	5	5%	5
<b>Number of Respondents</b>		<b>78</b>		<b>93</b>

<b>Job role</b>				
Project/State Director	73%	57	54%	50
School Officer	6%	5	1%	1
Grant Coordinator	18%	14	19%	18
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	19%	18
Other	3%	2	6%	6
<b>Number of Respondents</b>		<b>78</b>		<b>93</b>

<b>Length of time in role</b>				
Less than one year	21%	16	20%	19
Between 1 - 3 years	51%	40	43%	40
Between 4 - 10 years	22%	17	26%	24
More than 10 years	6%	5	11%	10
<b>Number of Respondents</b>		<b>78</b>		<b>93</b>

<b>Preferred method of communication - SIP</b>				
Individual Email	87%	68	86%	80
Blast/Distribution list email	6%	5	6%	6
Telephone	1%	1	0%	0
Webinar	4%	3	4%	4
Other	1%	1	3%	3
<b>Number of Respondents</b>		<b>78</b>		<b>93</b>



## Student Support and Academic Enrichment Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>31</b>	<b>22</b>	<b>36</b>	<b>39</b>	<b>41</b>	<b>46</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>69</b>	<b>62</b>	<b>82</b>	<b>84</b>	<b>86</b>	<b>86</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	77	68	84	85	89	88
Responsiveness to your questions	--	70	54	77	77	78	79
Professionalism	--	--	--	92	89	91	93
Sufficiency of legal guidance in responses	--	76	69	79	80	85	81
Communication about changes that may affect your program	--	--	--	78	87	87	87
Consistency of responses with ED staff from different program offices	--	72	65	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	74	57	77	85	85	84
<b>Online Resources</b>	<b>--</b>	<b>64</b>	<b>60</b>	<b>71</b>	<b>70</b>	<b>74</b>	<b>--</b>
Ability to find specific information	--	61	60	70	69	73	--
Quality of content	--	--	--	70	71	74	--
Ability to accomplish what you want on the site	--	62	60	68	69	74	--
Accuracy of search results	--	--	--	68	69	74	--
Ability to navigate within the site	--	64	61	70	72	74	--
Look and feel/Visual appearance	--	--	--	72	75	77	--
<b>Documents</b>	<b>--</b>	<b>64</b>	<b>69</b>	<b>80</b>	<b>83</b>	<b>81</b>	<b>84</b>
Clarity	--	66	74	80	84	85	86
Organization of information	--	69	73	83	85	85	86
Sufficiency of detail to meet your program needs	--	61	66	78	82	78	82
Relevance to your areas of need	--	65	73	81	84	80	86
Comprehensiveness in addressing the scope of issues that you face	--	60	57	76	77	77	80
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>64</b>	<b>72</b>	<b>77</b>	<b>76</b>
Clarity of reporting requirements	--	--	--	70	76	82	79
Ease of obtaining data you are required to report	--	--	--	59	67	71	73
Ease of submitting report(s) electronically	--	--	--	76	83	85	86
Availability of assistance in completing your report(s)	--	--	--	76	82	84	81
Usefulness of the data to help you improve your grant program/project	--	--	--	55	65	74	72
Your understanding of how ED uses your data	--	--	--	54	62	72	69
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>80</b>	<b>79</b>	<b>80</b>	<b>80</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	83	82	85	82
Enhancing staff skills needed for successful program management	--	--	--	77	77	77	80
Using evidence-based practices in implementing program activities	--	--	--	77	78	77	79
Assistance with developing resource materials for use in the program	--	--	--	76	75	74	76
Creating opportunities to share best practices via learning groups	--	--	--	86	83	81	84
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	85	81	86	86
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	--	56	51	75	74	78	79
How satisfied are you with ED's products and services	--	61	56	81	80	83	82
How well ED's products and services meet expectations	--	52	47	71	71	75	78
How well ED compares with ideal products and services	--	54	51	70	70	74	76
<b>Trust</b>	--	--	61	87	82	85	84
Level of trust in office to meet your organization's needs	--	--	61	87	82	85	84
<b>Student Support and Academic Enrichment</b>							
Usefulness of the Website	--	--	--	73	78	86	82
Usefulness of the Portal	--	--	--	84	81	86	81



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	61%	25	63%	29
Did not receive	39%	16	37%	17
<b>Number of Respondents</b>	<b>41</b>		<b>46</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	39%	16	46%	21
Agree	54%	22	48%	22
Disagree	2%	1	2%	1
Strongly disagree	2%	1	2%	1
Does not apply	2%	1	2%	1
<b>Number of Respondents</b>	<b>41</b>		<b>46</b>	

<b>Job role</b>				
Project/State Director	66%	27	52%	24
School Officer	0%	0	0%	0
Grant Coordinator	20%	8	24%	11
Superintendent	0%	0	0%	0
Business Manager	0%	0	2%	1
President	0%	0	0%	0
Administrator	0%	0	7%	3
Other	15%	6	15%	7
<b>Number of Respondents</b>	<b>41</b>		<b>46</b>	

<b>Length of time in role</b>				
Less than one year	17%	7	11%	5
Between 1 - 3 years	41%	17	39%	18
Between 4 - 10 years	39%	16	48%	22
More than 10 years	2%	1	2%	1
<b>Number of Respondents</b>	<b>41</b>		<b>46</b>	

<b>Frequency of visiting the Website - SSAE</b>				
Daily	2%	1	2%	1
Weekly	41%	17	28%	13
Monthly	44%	18	48%	22
Every few months	10%	4	20%	9
Never	2%	1	2%	1
<b>Number of Respondents</b>	<b>41</b>		<b>46</b>	

<b>Frequency of visiting the Portal - SSAE</b>				
Daily	2%	1	2%	1
Weekly	34%	14	17%	8
Monthly	51%	21	61%	28
Every few months	7%	3	15%	7
Never	5%	2	4%	2
<b>Number of Respondents</b>	<b>41</b>		<b>46</b>	

<b>Most helpful form of tech assistance - SSAE</b>				
Written guidance	39%	16	43%	20
Email communication	15%	6	11%	5
Annual meetings/conferences	20%	8	28%	13
In-person training or site-specific support	15%	6	11%	5
Other	12%	5	7%	3
<b>Number of Respondents</b>	<b>41</b>		<b>46</b>	



	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>TA content most useful - SSAE~</b>				
Using data for effective student outcomes	49%	20	54%	25
Leveraging alignment, integration and sustainability	37%	15	20%	9
Effectiveness and efficiency of communications	15%	6	13%	6
Leveraging public/private partnerships for sustainability	17%	7	17%	8
Federal project management	46%	19	35%	16
Federal grant fiscal management	27%	11	24%	11
Federal grant contracting do's and don'ts	15%	6	22%	10
Federal grant regulations	51%	21	50%	23
Federal grant administration	37%	15	41%	19
Other	0%	0	7%	3
<b>Number of Respondents</b>		<b>41</b>		<b>46</b>



## Student Support Services Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>110</b>	<b>0</b>	<b>105</b>	<b>93</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>78</b>	<b>--</b>	<b>77</b>	<b>82</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	83	--	80	82
Responsiveness to your questions	--	--	--	72	--	68	81
Professionalism	--	--	--	86	--	85	89
Sufficiency of legal guidance in responses	--	--	--	74	--	72	78
Communication about changes that may affect your program	--	--	--	74	--	78	83
Consistency of responses with ED staff from different program offices	--	--	--	74	--	69	75
Collaboration with other ED programs or offices in providing relevant services	--	--	--	78	--	74	79
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>73</b>	<b>--</b>	<b>68</b>	<b>70</b>
Ability to find specific information	--	--	--	75	--	69	71
Quality of content	--	--	--	72	--	65	67
Ability to accomplish what you want on the site	--	--	--	74	--	69	71
Accuracy of search results	--	--	--	75	--	70	71
Ability to navigate within the site	--	--	--	73	--	69	71
Look and feel/Visual appearance	--	--	--	70	--	63	66
<b>Information in Application Package</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>87</b>	<b>--</b>	<b>82</b>	<b>82</b>
Program Purpose	--	--	--	88	--	83	84
Program Priorities	--	--	--	87	--	83	83
Selection Criteria	--	--	--	87	--	82	83
Review Process	--	--	--	83	--	77	79
Budget Information and Forms	--	--	--	84	--	76	78
Deadline for Submission	--	--	--	89	--	87	87
Dollar Limit on Awards	--	--	--	87	--	84	83
Page Limitation Instructions	--	--	--	88	--	84	81
Formatting Instructions	--	--	--	86	--	78	77
Program Contact	--	--	--	87	--	83	83
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>78</b>	<b>--</b>	<b>75</b>	<b>76</b>
Clarity of reporting requirements	--	--	--	80	--	76	77
Ease of obtaining data you are required to report	--	--	--	79	--	75	78
Ease of submitting report(s) electronically	--	--	--	82	--	81	78
Availability of assistance in completing your report(s)	--	--	--	76	--	75	73
Usefulness of the data to help you improve your grant program/project	--	--	--	78	--	76	77
Your understanding of how ED uses your data	--	--	--	71	--	66	68



	2017	2018	2019	2020	2021	2022	2023
<b>Technical Assistance</b>	--	--	--	75	--	72	73
TA services provided in helping successfully implement grant programs/projects	--	--	--	75	--	72	73
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	--	--	--	73	--	69	71
How satisfied are you with ED's products and services	--	--	--	80	--	74	76
How well ED's products and services meet expectations	--	--	--	71	--	67	70
How well ED compares with ideal products and services	--	--	--	67	--	64	68
<b>Trust</b>	--	--	--	75	--	72	78
Level of trust in office to meet your organization's needs	--	--	--	75	--	72	78
<b>Student Support Services</b>							
Responsiveness to your questions	--	--	--	74	--	66	77
Knowledge of relevant legislation, regulations, policies and procedures	--	--	--	80	--	67	78
Ability to resolve issues	--	--	--	77	--	70	80
Use of clear and concise written and verbal communication	--	--	--	76	--	70	77
Timely resolution of general programmatic and/or financial issues	--	--	--	71	--	66	76
Timeliness of the grant award notification	--	--	--	45	--	64	65
Availability of funds with adequate time for implementation	--	--	--	57	--	69	72
Transparency of how funds are distributed among grantees	--	--	--	75	--	77	78
Sufficiency of information provided to keep you informed	--	--	--	68	--	70	78
Frequency of communication	--	--	--	64	--	67	75
Clarity of communication	--	--	--	70	--	70	77





## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	21%	22	27%	25
Agree	69%	72	56%	52
Disagree	9%	9	15%	14
Strongly disagree	1%	1	1%	1
Does not apply	1%	1	1%	1
<b>Number of Respondents</b>		<b>105</b>		<b>93</b>

<b>Job role</b>				
Project/State Director	95%	100	90%	84
School Officer	1%	1	1%	1
Grant Coordinator	2%	2	2%	2
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	3%	3
Other	2%	2	3%	3
<b>Number of Respondents</b>		<b>105</b>		<b>93</b>

<b>Length of time in role</b>				
Less than one year	11%	12	2%	2
Between 1 - 3 years	34%	36	33%	31
Between 4 - 10 years	28%	29	40%	37
More than 10 years	27%	28	25%	23
<b>Number of Respondents</b>		<b>105</b>		<b>93</b>

<b>Preferred method of communication - SSS</b>				
Individual Email	82%	86	84%	78
Blast/Distribution list email	9%	9	10%	9
Telephone	3%	3	2%	2
Webinar	5%	5	3%	3
Other	2%	2	1%	1
<b>Number of Respondents</b>		<b>105</b>		<b>93</b>



## Supporting Effective Educator Development Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>18</b>	<b>23</b>	<b>15</b>	<b>20</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>80</b>	<b>68</b>	<b>77</b>	<b>85</b>	<b>85</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	85	71	73	87	84
Responsiveness to your questions	--	--	72	70	80	88	82
Professionalism	--	--	--	82	85	90	93
Sufficiency of legal guidance in responses	--	--	92	65	74	86	86
Communication about changes that may affect your program	--	--	--	56	78	80	84
Consistency of responses with ED staff from different program offices	--	--	75	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	--	77	57	71	76	78
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>67</b>	<b>65</b>	<b>62</b>	<b>74</b>	<b>72</b>
Ability to find specific information	--	--	68	67	54	74	69
Quality of content	--	--	--	67	62	73	73
Ability to accomplish what you want on the site	--	--	67	66	57	72	70
Accuracy of search results	--	--	--	62	61	78	70
Ability to navigate within the site	--	--	70	64	62	74	72
Look and feel/Visual appearance	--	--	--	64	64	75	74
<b>Documents</b>	<b>--</b>	<b>--</b>	<b>79</b>	<b>59</b>	<b>68</b>	<b>77</b>	<b>79</b>
Clarity	--	--	76	63	70	76	78
Organization of information	--	--	78	62	70	79	80
Sufficiency of detail to meet your program needs	--	--	79	59	67	77	80
Relevance to your areas of need	--	--	81	58	68	79	80
Comprehensiveness in addressing the scope of issues that you face	--	--	79	50	66	76	79
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>52</b>	<b>70</b>	<b>70</b>	<b>78</b>
Clarity of reporting requirements	--	--	--	49	66	76	74
Ease of obtaining data you are required to report	--	--	--	57	66	59	69
Ease of submitting report(s) electronically	--	--	--	58	82	83	90
Availability of assistance in completing your report(s)	--	--	--	55	74	76	79
Usefulness of the data to help you improve your grant program/project	--	--	--	56	67	66	81
Your understanding of how ED uses your data	--	--	--	33	62	64	74
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>61</b>	<b>72</b>	<b>76</b>	<b>75</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	65	72	79	77
Enhancing staff skills needed for successful program management	--	--	--	58	80	72	74
Using evidence-based practices in implementing program activities	--	--	--	61	83	76	77
Assistance with developing resource materials for use in the program	--	--	--	56	79	70	72
Creating opportunities to share best practices via learning groups	--	--	--	50	74	75	73
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	93	78	85	78
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	--	--	68	57	65	71	73
How satisfied are you with ED's products and services	--	--	75	62	71	79	78
How well ED's products and services meet expectations	--	--	65	54	63	70	70
How well ED compares with ideal products and services	--	--	63	54	61	63	71
<b>Trust</b>	--	--	74	60	77	82	84
Level of trust in office to meet your organization's needs	--	--	74	60	77	82	84
<b>Supporting Effective Educator Development Program</b>							
Assists in understanding cost sharing requirements/sources of matching funds	--	--	--	--	--	--	81
Able to meet cost-sharing/matching requirements	--	--	--	--	--	--	94
Supports in identifying solutions to cost-sharing/matching requirements	--	--	--	--	--	--	93
Understand my needs as a grantee	--	--	--	--	--	--	83
Are responsive to my questions	--	--	--	--	--	--	86
Are proactive in contacting me if there is an issue with my grant	--	--	--	--	--	--	86
Are knowledgeable about my SEED project and its goals	--	--	--	--	--	--	84
Understanding of GPRA measures and associated measure definitions	--	--	--	--	79	78	82
Ability to collect and report accurate GPRA data	--	--	--	--	77	75	81
Understanding of all program requirements	--	--	--	--	72	78	88
Understanding of practices and approaches used by other grantees	--	--	--	--	69	68	81
Connect my needs to appropriate technical assistance opportunities	--	--	--	--	--	--	83
Supports me with timely program implementation	--	--	--	--	--	--	86
Information provided about my grant program is accurate	--	--	--	--	69	--	92
Content related to the competition was helpful to me	--	--	--	--	--	--	91
Website and resources are user-friendly and easy to navigate	--	--	--	--	63	--	84
Pre-application webinars were helpful of the competition and application process	--	--	--	--	--	--	87
Assisted in improving my program planning and implementation	--	--	71	64	65	59	70
Provided relevant information and ideas on how to successfully implement grant	--	--	74	64	67	60	70
Connected us with other experts or practitioners working on similar programs	--	--	74	72	68	69	71
Provided quality content during EED Summits	--	--	--	--	73	70	79
Provided useful direct technical assistance	--	--	--	--	63	67	77
Provided quality content on the Communities 360 platform	--	--	--	--	58	64	71
Provided quality of content and connections of the Communities of Practice	--	--	--	--	60	59	74
Provided strategies for sustaining successful project activities	--	--	--	--	--	--	74
Interactive logic model useful resource for supporting implementation of grant	--	--	--	--	--	--	69
Project plans available online are a useful resource	--	--	--	--	--	--	75
Budget resources available online are a useful resource	--	--	--	--	--	--	69
What Works Clearinghouse available online is a useful resource	--	--	--	--	--	--	73
Calendar of events is useful to understand grants schedule and EED activities	--	--	--	--	--	--	77



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	20%	3	20%	4
Did not receive	80%	12	80%	16
<b>Number of Respondents</b>		<b>15</b>		<b>20</b>

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	20%	3	25%	5
Agree	73%	11	75%	15
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	7%	1	0%	0
<b>Number of Respondents</b>		<b>15</b>		<b>20</b>

<b>Job role</b>				
Project/State Director	73%	11	65%	13
School Officer	0%	0	0%	0
Grant Coordinator	13%	2	15%	3
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	5%	1
Other	13%	2	15%	3
<b>Number of Respondents</b>		<b>15</b>		<b>20</b>

<b>Length of time in role</b>				
Less than one year	0%	0	15%	3
Between 1 - 3 years	47%	7	40%	8
Between 4 - 10 years	33%	5	20%	4
More than 10 years	20%	3	25%	5
<b>Number of Respondents</b>		<b>15</b>		<b>20</b>

<b>Current frequency of communication - SEED</b>				
Monthly	0%	0	25%	5
Quarterly	0%	0	75%	15
<b>Number of Respondents</b>		<b>0</b>		<b>20</b>

<b>Have right amount of interaction with SEED officer division staff - SEED</b>				
Have right amount of interaction	67%	10	90%	18
Don't have right amount	33%	5	10%	2
<b>Number of Respondents</b>		<b>15</b>		<b>20</b>

<b>Ideal frequency of communication - SEED</b>				
Monthly	20%	3	100%	2
Quarterly	80%	12	0%	0
<b>Number of Respondents</b>		<b>15</b>		<b>2</b>



## Supporting Effective Instruction State Grants (Title II, Part A) Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>24</b>	<b>28</b>	<b>17</b>	<b>26</b>	<b>39</b>	<b>38</b>	<b>37</b>
<b>ED Staff/Coordination</b>	<b>74</b>	<b>78</b>	<b>72</b>	<b>83</b>	<b>84</b>	<b>89</b>	<b>86</b>
Knowledge of relevant legislation, regulations, policies, and procedures	81	79	75	86	89	93	91
Responsiveness to your questions	69	78	64	81	84	90	88
Professionalism	--	--	--	91	94	94	93
Sufficiency of legal guidance in responses	72	74	79	81	82	88	86
Communication about changes that may affect your program	--	--	--	80	76	88	81
Consistency of responses with ED staff from different program offices	80	75	79	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	78	80	72	74	73	84	82
<b>Online Resources</b>	<b>70</b>	<b>64</b>	<b>47</b>	<b>51</b>	<b>66</b>	<b>72</b>	<b>72</b>
Ability to find specific information	65	65	48	53	63	71	72
Quality of content	--	--	--	58	70	75	72
Ability to accomplish what you want on the site	71	66	48	50	63	71	71
Accuracy of search results	--	--	--	51	65	75	74
Ability to navigate within the site	66	61	45	45	66	71	73
Look and feel/Visual appearance	--	--	--	52	72	71	72
<b>Documents</b>	<b>78</b>	<b>70</b>	<b>68</b>	<b>66</b>	<b>75</b>	<b>83</b>	<b>78</b>
Clarity	78	73	70	67	77	85	80
Organization of information	83	74	71	69	78	85	81
Sufficiency of detail to meet your program needs	76	67	64	64	75	83	75
Relevance to your areas of need	80	70	72	68	75	84	77
Comprehensiveness in addressing the scope of issues that you face	74	67	64	59	73	80	75
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>61</b>	<b>72</b>	<b>77</b>	<b>77</b>
Clarity of reporting requirements	--	--	--	65	71	81	79
Ease of obtaining data you are required to report	--	--	--	62	69	77	71
Ease of submitting report(s) electronically	--	--	--	71	79	78	82
Availability of assistance in completing your report(s)	--	--	--	65	77	82	83
Usefulness of the data to help you improve your grant program/project	--	--	--	55	65	73	73
Your understanding of how ED uses your data	--	--	--	51	67	74	74
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>68</b>	<b>75</b>	<b>81</b>	<b>75</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	69	81	86	80
Enhancing staff skills needed for successful program management	--	--	--	64	73	85	80
Using evidence-based practices in implementing program activities	--	--	--	61	71	80	73
Assistance with developing resource materials for use in the program	--	--	--	52	64	79	70
Creating opportunities to share best practices via learning groups	--	--	--	61	66	76	72
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	85	84	81	76
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	<b>64</b>	<b>58</b>	<b>52</b>	<b>58</b>	<b>66</b>	<b>72</b>	<b>67</b>
How satisfied are you with ED's products and services	68	67	58	65	73	78	72
How well ED's products and services meet expectations	61	51	49	54	63	70	64
How well ED compares with ideal products and services	61	54	48	55	59	67	62
<b>Trust</b>	<b>--</b>	<b>--</b>	<b>57</b>	<b>80</b>	<b>82</b>	<b>81</b>	<b>86</b>
Level of trust in office to meet your organization's needs	--	--	57	80	82	81	86
<b>Supporting Effective Instruction State Grants (Title II, Part A)</b>							
Provides assistance that enhances capacity to implement	66	68	59	63	74	75	75
Provides support that is responsive to my State's needs to implement	65	67	59	67	74	74	75
Helps address implementation challenges	67	65	63	63	70	71	74
Provides information about key changes to requirements	74	73	66	67	74	75	76



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	32%	12	16%	6
Did not receive	68%	26	84%	31
<b>Number of Respondents</b>	<b>38</b>		<b>37</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	21%	8	22%	8
Agree	68%	26	57%	21
Disagree	5%	2	14%	5
Strongly disagree	0%	0	0%	0
Does not apply	5%	2	8%	3
<b>Number of Respondents</b>	<b>38</b>		<b>37</b>	

<b>Job role</b>				
Project/State Director	68%	26	70%	26
School Officer	0%	0	0%	0
Grant Coordinator	24%	9	22%	8
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	0%	0
Other	8%	3	8%	3
<b>Number of Respondents</b>	<b>38</b>		<b>37</b>	

<b>Length of time in role</b>				
Less than one year	11%	4	11%	4
Between 1 - 3 years	34%	13	32%	12
Between 4 - 10 years	37%	14	35%	13
More than 10 years	18%	7	22%	8
<b>Number of Respondents</b>	<b>38</b>		<b>37</b>	



## Talent Search Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>156</b>	<b>126</b>	<b>117</b>
<b>ED Staff/Coordination</b>	--	--	--	--	<b>88</b>	<b>89</b>	<b>86</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	--	89	91	88
Responsiveness to your questions	--	--	--	--	85	87	87
Professionalism	--	--	--	--	93	94	91
Sufficiency of legal guidance in responses	--	--	--	--	88	88	87
Communication about changes that may affect your program	--	--	--	--	88	88	85
Consistency of responses with ED staff from different program offices	--	--	--	--	83	84	81
Collaboration with other ED programs or offices in providing relevant services	--	--	--	--	84	85	85
<b>Online Resources</b>	--	--	--	--	<b>77</b>	<b>76</b>	<b>73</b>
Ability to find specific information	--	--	--	--	77	77	75
Quality of content	--	--	--	--	79	78	72
Ability to accomplish what you want on the site	--	--	--	--	78	76	74
Accuracy of search results	--	--	--	--	79	77	76
Ability to navigate within the site	--	--	--	--	78	77	74
Look and feel/Visual appearance	--	--	--	--	75	73	69
<b>Information in Application Package</b>	--	--	--	--	<b>84</b>	<b>86</b>	<b>83</b>
Program Purpose	--	--	--	--	87	89	83
Program Priorities	--	--	--	--	85	86	83
Selection Criteria	--	--	--	--	86	87	83
Review Process	--	--	--	--	83	83	79
Budget Information and Forms	--	--	--	--	79	82	79
Deadline for Submission	--	--	--	--	90	91	85
Dollar Limit on Awards	--	--	--	--	84	89	84
Page Limitation Instructions	--	--	--	--	81	86	84
Formatting Instructions	--	--	--	--	76	79	81
Program Contact	--	--	--	--	88	89	85
<b>Grant Performance Reporting Requirements</b>	--	--	--	--	<b>80</b>	<b>83</b>	<b>78</b>
Clarity of reporting requirements	--	--	--	--	85	87	80
Ease of obtaining data you are required to report	--	--	--	--	77	80	78
Ease of submitting report(s) electronically	--	--	--	--	87	88	83
Availability of assistance in completing your report(s)	--	--	--	--	81	84	80
Usefulness of the data to help you improve your grant program/project	--	--	--	--	79	86	79
Your understanding of how ED uses your data	--	--	--	--	73	71	69
<b>Technical Assistance</b>	--	--	--	--	<b>80</b>	<b>82</b>	<b>79</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	80	82	79
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--





	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	--	--	--	--	76	76	75
How satisfied are you with ED's products and services	--	--	--	--	82	81	80
How well ED's products and services meet expectations	--	--	--	--	73	75	73
How well ED compares with ideal products and services	--	--	--	--	71	72	71
<b>Trust</b>	--	--	--	--	81	80	80
Level of trust in office to meet your organization's needs	--	--	--	--	81	80	80
<b>TRIO Talent Search</b>							
Responsiveness to your questions	--	--	--	--	80	79	86
Knowledge of relevant legislation, regulations, policies and procedures	--	--	--	--	82	81	87
Ability to resolve issues	--	--	--	--	79	78	86
Use of clear and concise written and verbal communication	--	--	--	--	80	80	87
Timely resolution of general programmatic and/or financial issues	--	--	--	--	79	77	85
Timeliness of the grant award notification	--	--	--	--	60	68	67
Availability of funds with adequate time for implementation	--	--	--	--	70	76	73
Transparency of how funds are distributed among grantees	--	--	--	--	80	83	76
Sufficiency of information provided to keep you informed	--	--	--	--	81	85	81
Frequency of communication	--	--	--	--	77	83	80
Clarity of communication	--	--	--	--	81	85	83



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	33%	42	31%	36
Agree	60%	75	57%	67
Disagree	6%	8	6%	7
Strongly disagree	0%	0	3%	4
Does not apply	1%	1	3%	3
<b>Number of Respondents</b>		<b>126</b>		<b>117</b>

<b>Job role</b>				
Project/State Director	97%	122	93%	109
School Officer	1%	1	0%	0
Grant Coordinator	1%	1	3%	3
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	1%	1
Administrator	0%	0	3%	3
Other	2%	2	1%	1
<b>Number of Respondents</b>		<b>126</b>		<b>117</b>

<b>Length of time in role</b>				
Less than one year	11%	14	10%	12
Between 1 - 3 years	17%	21	23%	27
Between 4 - 10 years	33%	41	26%	30
More than 10 years	40%	50	41%	48
<b>Number of Respondents</b>		<b>126</b>		<b>117</b>

<b>Preferred method of communication - TRIO TS</b>				
Individual Email	86%	108	88%	103
Blast/Distribution list email	8%	10	7%	8
Telephone	2%	2	0%	0
Webinar	2%	2	4%	5
Other	3%	4	1%	1
<b>Number of Respondents</b>		<b>126</b>		<b>117</b>



## Teacher and School Leader Incentive Grants (ESEA II-B-1) Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>19</b>	<b>14</b>	<b>18</b>	<b>25</b>	<b>23</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>81</b>	<b>81</b>	<b>84</b>	<b>83</b>	<b>73</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	82	84	83	84	79
Responsiveness to your questions	--	--	82	81	82	77	62
Professionalism	--	--	--	87	94	94	88
Sufficiency of legal guidance in responses	--	--	78	79	81	82	70
Communication about changes that may affect your program	--	--	--	74	87	76	64
Consistency of responses with ED staff from different program offices	--	--	89	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	--	81	87	79	80	64
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>70</b>	<b>88</b>	<b>76</b>	<b>67</b>	<b>73</b>
Ability to find specific information	--	--	71	88	74	66	72
Quality of content	--	--	--	91	73	69	74
Ability to accomplish what you want on the site	--	--	70	87	80	66	71
Accuracy of search results	--	--	--	92	79	70	74
Ability to navigate within the site	--	--	70	89	78	67	74
Look and feel/Visual appearance	--	--	--	94	76	67	71
<b>Documents</b>	<b>--</b>	<b>--</b>	<b>79</b>	<b>83</b>	<b>76</b>	<b>80</b>	<b>77</b>
Clarity	--	--	76	84	79	82	79
Organization of information	--	--	80	86	77	83	82
Sufficiency of detail to meet your program needs	--	--	78	83	78	78	75
Relevance to your areas of need	--	--	80	84	75	80	79
Comprehensiveness in addressing the scope of issues that you face	--	--	78	81	72	77	73
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>81</b>	<b>80</b>	<b>77</b>	<b>73</b>
Clarity of reporting requirements	--	--	--	78	79	72	67
Ease of obtaining data you are required to report	--	--	--	89	80	75	69
Ease of submitting report(s) electronically	--	--	--	93	90	89	90
Availability of assistance in completing your report(s)	--	--	--	77	82	82	73
Usefulness of the data to help you improve your grant program/project	--	--	--	83	79	75	75
Your understanding of how ED uses your data	--	--	--	66	68	70	61
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>81</b>	<b>79</b>	<b>73</b>	<b>69</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	82	78	74	73
Enhancing staff skills needed for successful program management	--	--	--	85	76	69	74
Using evidence-based practices in implementing program activities	--	--	--	82	77	72	74
Assistance with developing resource materials for use in the program	--	--	--	81	78	68	67
Creating opportunities to share best practices via learning groups	--	--	--	88	88	72	58
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	93	76	71	78
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	<b>--</b>	<b>--</b>	<b>79</b>	<b>75</b>	<b>77</b>	<b>73</b>	<b>70</b>
How satisfied are you with ED's products and services	--	--	84	81	81	80	73
How well ED's products and services meet expectations	--	--	76	71	74	70	68
How well ED compares with ideal products and services	--	--	75	71	75	68	68



	2017	2018	2019	2020	2021	2022	2023
<b>Trust</b>	--	--	85	73	81	79	77
Level of trust in office to meet your organization`s needs	--	--	85	73	81	79	77
<b>Teacher and School Leader Incentive Grants (ESEA II-B-1)</b>							
Assists in understanding cost sharing requirements/sources of matching funds	--	--	--	--	--	--	74
Able to meet cost-sharing/matching requirements	--	--	--	--	--	--	94
Supports in identifying solutions to cost-sharing/matching requirements	--	--	--	--	--	--	75
Understand my needs as a grantee	--	--	--	--	--	--	68
Are responsive to my questions	--	--	--	--	--	--	65
Are proactive in contacting me if there is an issue with my grant	--	--	--	--	--	--	68
Are knowledgeable about my TSL project and its goals	--	--	--	--	--	--	78
Understanding of GPRA measures and associated measure definitions	--	--	--	--	--	--	69
Ability to collect and report accurate GPRA data	--	--	--	--	--	--	64
Understanding of all program requirements	--	--	--	--	78	85	73
Understanding of practices and approaches used by other grantees	--	--	--	--	75	80	62
Connect my needs to appropriate technical assistance opportunities	--	--	--	--	--	--	63
Supports me with timely program implementation	--	--	--	--	--	--	65
Information provided about my grant program is accurate	--	--	--	--	83	--	93
Content related to the competition was helpful to me	--	--	--	--	--	--	94
Website and resources are user-friendly and easy to navigate	--	--	--	--	80	--	88
Pre-application webinars were helpful of the competition and application process	--	--	--	--	--	--	86
Assisted in improving my program planning and implementation	--	--	72	87	74	74	76
Provided relevant information and ideas on how to successfully implement grant	--	--	72	90	74	79	75
Connected us with other experts or practitioners working on similar programs	--	--	78	88	78	77	67
Provided quality content during EED Summits	--	--	--	--	86	78	85
Provided useful direct technical assistance	--	--	--	--	80	71	69
Provided quality content on the Communities 360 platform	--	--	--	--	77	71	71
Provided quality of content and connections of the Communities of Practice	--	--	--	--	78	74	75
Provided strategies for sustaining successful project activities	--	--	--	--	--	--	71
Interactive logic model useful resource for supporting implementation of grant	--	--	--	--	--	--	70
Project plans available online are a useful resource	--	--	--	--	--	--	77
Budget resources available online are a useful resource	--	--	--	--	--	--	76
What Works Clearinghouse available online is a useful resource	--	--	--	--	--	--	74
Calendar of events is useful to understand grants schedule and EED activities	--	--	--	--	--	--	68



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
Received tech assistance from ED-Funded TA Provider in last 12 months				
Received tech assistance	28%	7	4%	1
Did not receive	72%	18	96%	22
Number of Respondents	25		23	
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	44%	11	35%	8
Agree	48%	12	43%	10
Disagree	0%	0	4%	1
Strongly disagree	4%	1	17%	4
Does not apply	4%	1	0%	0
Number of Respondents	25		23	
Job role				
Project/State Director	88%	22	70%	16
School Officer	0%	0	4%	1
Grant Coordinator	8%	2	22%	5
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	0%	0
Other	4%	1	4%	1
Number of Respondents	25		23	
Length of time in role				
Less than one year	32%	8	26%	6
Between 1 - 3 years	40%	10	52%	12
Between 4 - 10 years	12%	3	13%	3
More than 10 years	16%	4	9%	2
Number of Respondents	25		23	
Current frequency of communication - TSL				
Weekly	0%	0	9%	2
Monthly	0%	0	65%	15
Quarterly	0%	0	26%	6
Number of Respondents	0		23	
Have right amount of interaction with program officer division staff - TSL				
Have right amount of interaction	80%	20	70%	16
Don't have right amount	20%	5	30%	7
Number of Respondents	25		23	
Ideal frequency of communication - TSL				
Weekly	4%	1	14%	1
Monthly	48%	12	71%	5
Quarterly	48%	12	14%	1
Number of Respondents	25		7	



## Teacher Quality Partnership Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>26</b>	<b>24</b>	<b>29</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>92</b>	<b>89</b>	<b>91</b>	<b>82</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	90	87	90	85
Responsiveness to your questions	--	--	--	91	91	91	77
Professionalism	--	--	--	96	95	95	88
Sufficiency of legal guidance in responses	--	--	--	88	87	90	80
Communication about changes that may affect your program	--	--	--	92	86	90	81
Consistency of responses with ED staff from different program offices	--	--	--	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	--	--	--	94	86	89	78
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>83</b>	<b>82</b>	<b>82</b>	<b>74</b>
Ability to find specific information	--	--	--	83	81	83	75
Quality of content	--	--	--	84	81	83	74
Ability to accomplish what you want on the site	--	--	--	84	81	83	75
Accuracy of search results	--	--	--	84	81	84	75
Ability to navigate within the site	--	--	--	82	79	81	70
Look and feel/Visual appearance	--	--	--	83	81	80	71
<b>Documents</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>86</b>	<b>84</b>	<b>82</b>	<b>71</b>
Clarity	--	--	--	86	85	81	72
Organization of information	--	--	--	86	87	81	71
Sufficiency of detail to meet your program needs	--	--	--	84	83	84	71
Relevance to your areas of need	--	--	--	90	84	84	71
Comprehensiveness in addressing the scope of issues that you face	--	--	--	84	82	81	70
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>84</b>	<b>83</b>	<b>84</b>	<b>77</b>
Clarity of reporting requirements	--	--	--	86	79	80	74
Ease of obtaining data you are required to report	--	--	--	80	84	86	80
Ease of submitting report(s) electronically	--	--	--	88	92	94	88
Availability of assistance in completing your report(s)	--	--	--	89	85	88	77
Usefulness of the data to help you improve your grant program/project	--	--	--	87	80	82	76
Your understanding of how ED uses your data	--	--	--	72	76	74	67
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>83</b>	<b>85</b>	<b>80</b>	<b>75</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	84	86	82	76
Enhancing staff skills needed for successful program management	--	--	--	86	81	76	69
Using evidence-based practices in implementing program activities	--	--	--	87	83	83	73
Assistance with developing resource materials for use in the program	--	--	--	68	81	76	70
Creating opportunities to share best practices via learning groups	--	--	--	78	88	87	81
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	70	72	100	74
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	--	--	--	82	79	79	69
How satisfied are you with ED's products and services	--	--	--	89	85	84	75
How well ED's products and services meet expectations	--	--	--	79	76	75	65
How well ED compares with ideal products and services	--	--	--	76	74	77	66
<b>Trust</b>	--	--	--	92	85	88	79
Level of trust in office to meet your organization's needs	--	--	--	92	85	88	79
<b>Teacher Quality Partnership Program</b>							
Assists in understanding cost sharing requirements/sources of matching funds	--	--	--	--	--	--	68
Able to meet cost-sharing/matching requirements	--	--	--	--	--	--	88
Supports in identifying solutions to cost-sharing/matching requirements	--	--	--	--	--	--	61
Understand my needs as a grantee	--	--	--	--	--	--	72
Are responsive to my questions	--	--	--	--	--	--	77
Are proactive in contacting me if there is an issue with my grant	--	--	--	--	--	--	74
Are knowledgeable about my TQP project and its goals	--	--	--	--	--	--	71
Understanding of GPRA measures and associated measure definitions	--	--	--	--	87	87	78
Ability to collect and report accurate GPRA data	--	--	--	--	84	86	77
Understanding of all program requirements	--	--	--	--	83	86	77
Understanding of practices and approaches used by other grantees	--	--	--	--	83	87	75
Connect my needs to appropriate technical assistance opportunities	--	--	--	--	--	--	68
Supports me with timely program implementation	--	--	--	--	--	--	68
Information provided about my grant program is accurate	--	--	--	--	87	--	87
Content related to the competition was helpful to me	--	--	--	--	--	--	87
Website and resources are user-friendly and easy to navigate	--	--	--	--	87	--	80
Pre-application webinars were helpful of the competition and application process	--	--	--	--	--	--	84
Assisted in improving my program planning and implementation	--	--	--	--	82	74	75
Provided relevant information and ideas on how to successfully implement grant	--	--	--	--	83	78	73
Connected us with other experts or practitioners working on similar programs	--	--	--	--	84	77	66
Provided quality content during EED Summits	--	--	--	--	84	75	83
Provided useful direct technical assistance	--	--	--	--	79	66	71
Provided quality content on the Communities 360 platform	--	--	--	--	79	65	66
Provided quality of content and connections of the Communities of Practice	--	--	--	--	85	73	70
Provided strategies for sustaining successful project activities	--	--	--	--	--	--	65
Interactive logic model useful resource for supporting implementation of grant	--	--	--	--	--	--	64
Project plans available online are a useful resource	--	--	--	--	--	--	65
Budget resources available online are a useful resource	--	--	--	--	--	--	64
What Works Clearinghouse available online is a useful resource	--	--	--	--	--	--	71
Calendar of events is useful to understand grants schedule and EED activities	--	--	--	--	--	--	64



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Received tech assistance from ED-Funded TA Provider in last 12 months</b>				
Received tech assistance	8%	2	10%	3
Did not receive	92%	22	90%	26
<b>Number of Respondents</b>	<b>24</b>		<b>29</b>	

<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	50%	12	34%	10
Agree	46%	11	59%	17
Disagree	4%	1	7%	2
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
<b>Number of Respondents</b>	<b>24</b>		<b>29</b>	

<b>Job role</b>				
Project/State Director	79%	19	55%	16
School Officer	0%	0	0%	0
Grant Coordinator	17%	4	17%	5
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	3%	1
Administrator	0%	0	17%	5
Other	4%	1	7%	2
<b>Number of Respondents</b>	<b>24</b>		<b>29</b>	

<b>Length of time in role</b>				
Less than one year	4%	1	21%	6
Between 1 - 3 years	54%	13	14%	4
Between 4 - 10 years	25%	6	52%	15
More than 10 years	17%	4	14%	4
<b>Number of Respondents</b>	<b>24</b>		<b>29</b>	

<b>Current frequency of communication - TQP</b>				
Weekly	0%	0	3%	1
Monthly	0%	0	21%	6
Quarterly	0%	0	76%	22
<b>Number of Respondents</b>	<b>0</b>		<b>29</b>	

<b>Have right amount of interaction with TQP officer division staff - TQP</b>				
Have right amount of interaction	83%	20	79%	23
Don't have right amount	17%	4	21%	6
<b>Number of Respondents</b>	<b>24</b>		<b>29</b>	





	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Ideal frequency of communication - TQP</b>				
Weekly	4%	1	0%	0
Monthly	29%	7	67%	4
Quarterly	67%	16	33%	2
<b>Number of Respondents</b>	<b>24</b>		<b>6</b>	



## Training Program for Federal TRIO Programs Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>89</b>	<b>--</b>	<b>76</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	--	89	--	100
Responsiveness to your questions	--	--	--	--	89	--	44
Professionalism	--	--	--	--	89	--	89
Sufficiency of legal guidance in responses	--	--	--	--	89	--	44
Communication about changes that may affect your program	--	--	--	--	89	--	44
Consistency of responses with ED staff from different program offices	--	--	--	--	89	--	100
Collaboration with other ED programs or offices in providing relevant services	--	--	--	--	89	--	100
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>87</b>
Ability to find specific information	--	--	--	--	--	--	78
Quality of content	--	--	--	--	--	--	94
Ability to accomplish what you want on the site	--	--	--	--	--	--	94
Accuracy of search results	--	--	--	--	--	--	83
Ability to navigate within the site	--	--	--	--	--	--	94
Look and feel/Visual appearance	--	--	--	--	--	--	78
<b>Information in Application Package</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>75</b>	<b>--</b>	<b>100</b>
Program Purpose	--	--	--	--	78	--	100
Program Priorities	--	--	--	--	78	--	100
Selection Criteria	--	--	--	--	78	--	100
Review Process	--	--	--	--	78	--	100
Budget Information and Forms	--	--	--	--	78	--	100
Deadline for Submission	--	--	--	--	78	--	100
Dollar Limit on Awards	--	--	--	--	67	--	100
Page Limitation Instructions	--	--	--	--	67	--	100
Formatting Instructions	--	--	--	--	67	--	100
Program Contact	--	--	--	--	78	--	100
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>56</b>	<b>--</b>	<b>67</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	56	--	67
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>67</b>	<b>--</b>	<b>58</b>
How satisfied are you with ED's products and services	--	--	--	--	67	--	67
How well ED's products and services meet expectations	--	--	--	--	78	--	50
How well ED compares with ideal products and services	--	--	--	--	56	--	56
<b>Trust</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>67</b>	<b>--</b>	<b>78</b>
Level of trust in office to meet your organization's needs	--	--	--	--	67	--	78



2017	2018	2019	2020	2021	2022	2023
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Training Program for Federal TRIO Programs						
Responsiveness to your questions	--	--	--	--	56	44
Knowledge of relevant legislation, regulations, policies and procedures	--	--	--	--	56	89
Ability to resolve issues	--	--	--	--	56	44
Use of clear and concise written and verbal communication	--	--	--	--	56	78
Timely resolution of general programmatic and/or financial issues	--	--	--	--	56	44
Timeliness of the grant award notification	--	--	--	--	89	56
Availability of funds with adequate time for implementation	--	--	--	--	89	67
Transparency of how funds are distributed among grantees	--	--	--	--	89	78
Sufficiency of information provided to keep you informed	--	--	--	--	89	44
Frequency of communication	--	--	--	--	89	44
Clarity of communication	--	--	--	--	89	78



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	0%	0	50%	1
Agree	0%	0	50%	1
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
<b>Number of Respondents</b>		<b>0</b>		<b>2</b>

<b>Job role</b>				
Project/State Director	0%	0	50%	1
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	0%	0
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	0%	0
Other	0%	0	50%	1
<b>Number of Respondents</b>		<b>0</b>		<b>2</b>

<b>Length of time in role</b>				
Less than one year	0%	0	100%	2
Between 1 - 3 years	0%	0	0%	0
Between 4 - 10 years	0%	0	0%	0
More than 10 years	0%	0	0%	0
<b>Number of Respondents</b>		<b>0</b>		<b>2</b>

<b>Preferred method of communication - TP-TRIO</b>				
Individual Email	0%	0	100%	2
<b>Number of Respondents</b>		<b>0</b>		<b>2</b>



## Tribally Controlled Colleges and Universities (TCCU)-Part A Program Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>15</b>	<b>0</b>	<b>15</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>85</b>	<b>85</b>	<b>--</b>	<b>84</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	83	85	--	89
Responsiveness to your questions	--	--	--	89	84	--	79
Professionalism	--	--	--	97	90	--	90
Sufficiency of legal guidance in responses	--	--	--	82	82	--	79
Communication about changes that may affect your program	--	--	--	86	87	--	84
Consistency of responses with ED staff from different program offices	--	--	--	79	87	--	80
Collaboration with other ED programs or offices in providing relevant services	--	--	--	80	84	--	86
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>75</b>	<b>72</b>	<b>--</b>	<b>75</b>
Ability to find specific information	--	--	--	71	70	--	76
Quality of content	--	--	--	79	70	--	77
Ability to accomplish what you want on the site	--	--	--	76	73	--	73
Accuracy of search results	--	--	--	71	70	--	76
Ability to navigate within the site	--	--	--	73	72	--	75
Look and feel/Visual appearance	--	--	--	78	74	--	75
<b>Information in Application Package</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>84</b>	<b>87</b>	<b>--</b>	<b>82</b>
Program Purpose	--	--	--	81	85	--	83
Program Priorities	--	--	--	85	87	--	82
Selection Criteria	--	--	--	78	84	--	81
Review Process	--	--	--	76	85	--	80
Budget Information and Forms	--	--	--	79	84	--	80
Deadline for Submission	--	--	--	90	90	--	85
Dollar Limit on Awards	--	--	--	84	87	--	83
Page Limitation Instructions	--	--	--	86	90	--	81
Formatting Instructions	--	--	--	76	87	--	82
Program Contact	--	--	--	100	93	--	83
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>69</b>	<b>73</b>	<b>--</b>	<b>77</b>
Clarity of reporting requirements	--	--	--	68	76	--	79
Ease of obtaining data you are required to report	--	--	--	64	64	--	74
Ease of submitting report(s) electronically	--	--	--	82	86	--	87
Availability of assistance in completing your report(s)	--	--	--	71	79	--	73
Usefulness of the data to help you improve your grant program/project	--	--	--	69	69	--	79
Your understanding of how ED uses your data	--	--	--	61	66	--	72



	2017	2018	2019	2020	2021	2022	2023
<b>Technical Assistance</b>	--	--	--	68	81	--	72
TA services provided in helping successfully implement grant programs/projects	--	--	--	68	81	--	72
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	--	--	--	90	81	--	75
How satisfied are you with ED's products and services	--	--	--	94	87	--	81
How well ED's products and services meet expectations	--	--	--	88	79	--	73
How well ED compares with ideal products and services	--	--	--	88	76	--	70
<b>Trust</b>	--	--	--	94	90	--	87
Level of trust in office to meet your organization's needs	--	--	--	94	90	--	87
<b>Tribally Controlled Colleges and Universities (TCCU)-Part A program</b>							
Responsiveness to your questions	--	--	--	85	88	--	76
Knowledge of relevant legislation, regulations, policies and procedures	--	--	--	87	82	--	87
Ability to resolve issues	--	--	--	85	86	--	86
Use of clear and concise written and verbal communication	--	--	--	81	82	--	81
Timely resolution of general programmatic and/or financial issues	--	--	--	89	87	--	83
Timeliness of the grant award notification	--	--	--	74	84	--	85
Availability of funds with adequate time for implementation	--	--	--	86	83	--	90
Transparency of how funds are distributed among grantees	--	--	--	90	83	--	86
Sufficiency of information provided to keep you informed	--	--	--	85	83	--	87
Frequency of communication	--	--	--	88	79	--	77
Clarity of communication	--	--	--	90	84	--	81



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	0%	0	40%	6
Agree	0%	0	53%	8
Disagree	0%	0	7%	1
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
<b>Number of Respondents</b>		<b>0</b>		<b>15</b>

<b>Job role</b>				
Project/State Director	0%	0	33%	5
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	13%	2
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	7%	1
Administrator	0%	0	27%	4
Other	0%	0	20%	3
<b>Number of Respondents</b>		<b>0</b>		<b>15</b>

<b>Length of time in role</b>				
Less than one year	0%	0	27%	4
Between 1 - 3 years	0%	0	20%	3
Between 4 - 10 years	0%	0	27%	4
More than 10 years	0%	0	27%	4
<b>Number of Respondents</b>		<b>0</b>		<b>15</b>

<b>Preferred method of communication - TCCU</b>				
Individual Email	0%	0	93%	14
Blast/Distribution list email	0%	0	7%	1
Telephone	0%	0	0%	0
Other	0%	0	0%	0
<b>Number of Respondents</b>		<b>0</b>		<b>15</b>



## Undergraduate International Studies and Foreign Language Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>	<b>12</b>	<b>33</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>92</b>	<b>92</b>	<b>91</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	--	98	95	92
Responsiveness to your questions	--	--	--	--	88	91	89
Professionalism	--	--	--	--	96	96	95
Sufficiency of legal guidance in responses	--	--	--	--	89	91	89
Communication about changes that may affect your program	--	--	--	--	83	90	89
Consistency of responses with ED staff from different program offices	--	--	--	--	95	88	94
Collaboration with other ED programs or offices in providing relevant services	--	--	--	--	90	87	96
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>75</b>	<b>77</b>	<b>73</b>
Ability to find specific information	--	--	--	--	77	77	72
Quality of content	--	--	--	--	78	77	75
Ability to accomplish what you want on the site	--	--	--	--	76	79	72
Accuracy of search results	--	--	--	--	86	90	78
Ability to navigate within the site	--	--	--	--	75	78	75
Look and feel/Visual appearance	--	--	--	--	65	74	65
<b>Information in Application Package</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>89</b>	<b>85</b>	<b>87</b>
Program Purpose	--	--	--	--	90	86	88
Program Priorities	--	--	--	--	89	85	88
Selection Criteria	--	--	--	--	84	82	84
Review Process	--	--	--	--	82	81	81
Budget Information and Forms	--	--	--	--	82	75	74
Deadline for Submission	--	--	--	--	98	93	92
Dollar Limit on Awards	--	--	--	--	92	87	88
Page Limitation Instructions	--	--	--	--	91	88	89
Formatting Instructions	--	--	--	--	88	87	86
Program Contact	--	--	--	--	94	89	92
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>69</b>	<b>75</b>	<b>64</b>
Clarity of reporting requirements	--	--	--	--	62	73	63
Ease of obtaining data you are required to report	--	--	--	--	75	75	63
Ease of submitting report(s) electronically	--	--	--	--	73	80	67
Availability of assistance in completing your report(s)	--	--	--	--	73	81	74
Usefulness of the data to help you improve your grant program/project	--	--	--	--	67	70	63
Your understanding of how ED uses your data	--	--	--	--	61	73	51





	2017	2018	2019	2020	2021	2022	2023
<b>Technical Assistance</b>	--	--	--	--	86	79	90
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	86	79	90
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	--	--	--	--	79	80	83
How satisfied are you with ED's products and services	--	--	--	--	87	88	88
How well ED's products and services meet expectations	--	--	--	--	73	76	83
How well ED compares with ideal products and services	--	--	--	--	75	74	77
<b>Trust</b>	--	--	--	--	90	90	91
Level of trust in office to meet your organization's needs	--	--	--	--	90	90	91
<b>Undergraduate International Studies and Foreign Language</b>							
Responsiveness to your questions	--	--	--	--	92	93	90
Knowledge of relevant legislation, regulations, policies and procedures	--	--	--	--	93	92	92
Ability to resolve issues	--	--	--	--	93	94	93
Use of clear and concise written and verbal communication	--	--	--	--	90	87	92
Timely resolution of general programmatic and/or financial issues	--	--	--	--	89	92	89
Timeliness of the grant award notification	--	--	--	--	84	81	84
Availability of funds with adequate time for implementation	--	--	--	--	76	78	75
Transparency of how funds are distributed among grantees	--	--	--	--	93	89	80
Sufficiency of information provided to keep you informed	--	--	--	--	84	81	92
Frequency of communication	--	--	--	--	81	73	87
Clarity of communication	--	--	--	--	87	81	91
Supports instruction in fields needed to provide full understanding	--	--	--	--	96	96	95
Supports work in language aspects of professional and other fields of study	--	--	--	--	96	93	91
Supports research and training in international studies	--	--	--	--	96	94	90
Teaching of any modern foreign language	--	--	--	--	95	93	91
Instruction in fields needed to provide full understanding	--	--	--	--	95	96	93
Research and training in international studies	--	--	--	--	96	93	92
Language aspects of professional and other fields of study	--	--	--	--	96	92	92
Instruction and research on issues in world affairs	--	--	--	--	93	92	94



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	58%	7	61%	20
Agree	42%	5	39%	13
Disagree	0%	0	0%	0
Strongly disagree	0%	0	0%	0
Does not apply	0%	0	0%	0
<b>Number of Respondents</b>		<b>12</b>		<b>33</b>

<b>Job role</b>				
Project/State Director	75%	9	55%	18
School Officer	0%	0	0%	0
Grant Coordinator	17%	2	18%	6
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	15%	5
Other	8%	1	12%	4
<b>Number of Respondents</b>		<b>12</b>		<b>33</b>

<b>Length of time in role</b>				
Less than one year	8%	1	15%	5
Between 1 - 3 years	58%	7	42%	14
Between 4 - 10 years	17%	2	24%	8
More than 10 years	17%	2	18%	6
<b>Number of Respondents</b>		<b>12</b>		<b>33</b>

<b>Preferred method of communication - UIS</b>				
Individual Email	75%	9	76%	25
Blast/Distribution list email	8%	1	12%	4
Telephone	0%	0	0%	0
Webinar	8%	1	3%	1
Other	8%	1	9%	3
<b>Number of Respondents</b>		<b>12</b>		<b>33</b>



## Upward Bound Math and Science Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>74</b>	<b>0</b>	<b>69</b>
<b>ED Staff/Coordination</b>	--	--	--	--	<b>75</b>	--	<b>81</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	--	83	--	85
Responsiveness to your questions	--	--	--	--	65	--	78
Professionalism	--	--	--	--	84	--	86
Sufficiency of legal guidance in responses	--	--	--	--	73	--	82
Communication about changes that may affect your program	--	--	--	--	75	--	79
Consistency of responses with ED staff from different program offices	--	--	--	--	69	--	78
Collaboration with other ED programs or offices in providing relevant services	--	--	--	--	76	--	78
<b>Online Resources</b>	--	--	--	--	<b>72</b>	--	<b>70</b>
Ability to find specific information	--	--	--	--	74	--	71
Quality of content	--	--	--	--	70	--	69
Ability to accomplish what you want on the site	--	--	--	--	72	--	71
Accuracy of search results	--	--	--	--	74	--	69
Ability to navigate within the site	--	--	--	--	73	--	71
Look and feel/Visual appearance	--	--	--	--	69	--	67
<b>Information in Application Package</b>	--	--	--	--	<b>84</b>	--	<b>83</b>
Program Purpose	--	--	--	--	85	--	84
Program Priorities	--	--	--	--	86	--	82
Selection Criteria	--	--	--	--	84	--	85
Review Process	--	--	--	--	80	--	82
Budget Information and Forms	--	--	--	--	80	--	79
Deadline for Submission	--	--	--	--	88	--	84
Dollar Limit on Awards	--	--	--	--	85	--	82
Page Limitation Instructions	--	--	--	--	82	--	85
Formatting Instructions	--	--	--	--	77	--	83
Program Contact	--	--	--	--	85	--	84
<b>Grant Performance Reporting Requirements</b>	--	--	--	--	<b>73</b>	--	<b>75</b>
Clarity of reporting requirements	--	--	--	--	78	--	79
Ease of obtaining data you are required to report	--	--	--	--	67	--	71
Ease of submitting report(s) electronically	--	--	--	--	81	--	81
Availability of assistance in completing your report(s)	--	--	--	--	72	--	74
Usefulness of the data to help you improve your grant program/project	--	--	--	--	74	--	75
Your understanding of how ED uses your data	--	--	--	--	65	--	69



	2017	2018	2019	2020	2021	2022	2023
<b>Technical Assistance</b>	--	--	--	--	74	--	76
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	74	--	76
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	--	--	--	--	73	--	72
How satisfied are you with ED's products and services	--	--	--	--	78	--	77
How well ED's products and services meet expectations	--	--	--	--	71	--	68
How well ED compares with ideal products and services	--	--	--	--	70	--	69
<b>Trust</b>	--	--	--	--	78	--	76
Level of trust in office to meet your organization's needs	--	--	--	--	78	--	76
<b>Upward Bound Math and Science</b>							
Responsiveness to your questions	--	--	--	--	61	--	78
Knowledge of relevant legislation, regulations, policies and procedures	--	--	--	--	68	--	81
Ability to resolve issues	--	--	--	--	68	--	79
Use of clear and concise written and verbal communication	--	--	--	--	67	--	78
Timely resolution of general programmatic and/or financial issues	--	--	--	--	63	--	76
Timeliness of the grant award notification	--	--	--	--	70	--	64
Availability of funds with adequate time for implementation	--	--	--	--	76	--	72
Transparency of how funds are distributed among grantees	--	--	--	--	77	--	78
Sufficiency of information provided to keep you informed	--	--	--	--	74	--	75
Frequency of communication	--	--	--	--	70	--	72
Clarity of communication	--	--	--	--	73	--	75



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	0%	0	26%	18
Agree	0%	0	59%	41
Disagree	0%	0	6%	4
Strongly disagree	0%	0	7%	5
Does not apply	0%	0	1%	1
<b>Number of Respondents</b>		<b>0</b>		<b>69</b>

<b>Job role</b>				
Project/State Director	0%	0	86%	59
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	1%	1
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	6%	4
Other	0%	0	7%	5
<b>Number of Respondents</b>		<b>0</b>		<b>69</b>

<b>Length of time in role</b>				
Less than one year	0%	0	20%	14
Between 1 - 3 years	0%	0	14%	10
Between 4 - 10 years	0%	0	26%	18
More than 10 years	0%	0	39%	27
<b>Number of Respondents</b>		<b>0</b>		<b>69</b>

<b>Preferred method of communication - UB-MS</b>				
Individual Email	0%	0	86%	59
Blast/Distribution list email	0%	0	7%	5
Telephone	0%	0	4%	3
Webinar	0%	0	3%	2
Other	0%	0	0%	0
<b>Number of Respondents</b>		<b>0</b>		<b>69</b>



## Upward Bound Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>98</b>	<b>0</b>	<b>0</b>	<b>82</b>
<b>ED Staff/Coordination</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>77</b>	<b>--</b>	<b>--</b>	<b>83</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	84	--	--	87
Responsiveness to your questions	--	--	--	72	--	--	81
Professionalism	--	--	--	84	--	--	91
Sufficiency of legal guidance in responses	--	--	--	75	--	--	81
Communication about changes that may affect your program	--	--	--	77	--	--	83
Consistency of responses with ED staff from different program offices	--	--	--	72	--	--	77
Collaboration with other ED programs or offices in providing relevant services	--	--	--	75	--	--	81
<b>Online Resources</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>75</b>	<b>--</b>	<b>--</b>	<b>75</b>
Ability to find specific information	--	--	--	76	--	--	77
Quality of content	--	--	--	74	--	--	73
Ability to accomplish what you want on the site	--	--	--	75	--	--	75
Accuracy of search results	--	--	--	76	--	--	76
Ability to navigate within the site	--	--	--	76	--	--	76
Look and feel/Visual appearance	--	--	--	70	--	--	72
<b>Information in Application Package</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>84</b>	<b>--</b>	<b>--</b>	<b>86</b>
Program Purpose	--	--	--	87	--	--	86
Program Priorities	--	--	--	86	--	--	86
Selection Criteria	--	--	--	85	--	--	86
Review Process	--	--	--	83	--	--	86
Budget Information and Forms	--	--	--	81	--	--	81
Deadline for Submission	--	--	--	87	--	--	88
Dollar Limit on Awards	--	--	--	84	--	--	86
Page Limitation Instructions	--	--	--	84	--	--	86
Formatting Instructions	--	--	--	81	--	--	85
Program Contact	--	--	--	86	--	--	86
<b>Grant Performance Reporting Requirements</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>75</b>	<b>--</b>	<b>--</b>	<b>77</b>
Clarity of reporting requirements	--	--	--	80	--	--	79
Ease of obtaining data you are required to report	--	--	--	71	--	--	73
Ease of submitting report(s) electronically	--	--	--	83	--	--	81
Availability of assistance in completing your report(s)	--	--	--	73	--	--	76
Usefulness of the data to help you improve your grant program/project	--	--	--	75	--	--	82
Your understanding of how ED uses your data	--	--	--	67	--	--	70
<b>Technical Assistance</b>	<b>--</b>	<b>--</b>	<b>--</b>	<b>73</b>	<b>--</b>	<b>--</b>	<b>81</b>
TA services provided in helping successfully implement grant programs/projects	--	--	--	73	--	--	81
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--



	2017	2018	2019	2020	2021	2022	2023
<b>ACSI</b>	--	--	--	73	--	--	75
How satisfied are you with ED's products and services	--	--	--	78	--	--	79
How well ED's products and services meet expectations	--	--	--	71	--	--	73
How well ED compares with ideal products and services	--	--	--	71	--	--	73
<b>Trust</b>	--	--	--	76	--	--	81
Level of trust in office to meet your organization's needs	--	--	--	76	--	--	81
<b>Upward Bound</b>							
Responsiveness to your questions	--	--	--	72	--	--	80
Knowledge of relevant legislation, regulations, policies and procedures	--	--	--	80	--	--	81
Ability to resolve issues	--	--	--	74	--	--	81
Use of clear and concise written and verbal communication	--	--	--	76	--	--	84
Timely resolution of general programmatic and/or financial issues	--	--	--	69	--	--	80
Timeliness of the grant award notification	--	--	--	65	--	--	70
Availability of funds with adequate time for implementation	--	--	--	69	--	--	76
Transparency of how funds are distributed among grantees	--	--	--	80	--	--	79
Sufficiency of information provided to keep you informed	--	--	--	73	--	--	80
Frequency of communication	--	--	--	69	--	--	78
Clarity of communication	--	--	--	76	--	--	81



## Demographic Table

Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
Overall I am satisfied with the quality of EDs products and services				
Strongly agree	0%	0	26%	18
Agree	0%	0	59%	41
Disagree	0%	0	6%	4
Strongly disagree	0%	0	7%	5
Does not apply	0%	0	1%	1
Number of Respondents	0		69	

Job role				
Project/State Director	0%	0	86%	59
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	1%	1
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	6%	4
Other	0%	0	7%	5
Number of Respondents	0		69	

Length of time in role				
Less than one year	0%	0	20%	14
Between 1 - 3 years	0%	0	14%	10
Between 4 - 10 years	0%	0	26%	18
More than 10 years	0%	0	39%	27
Number of Respondents	0		69	

Preferred method of communication - UB-MS				
Individual Email	0%	0	86%	59
Blast/Distribution list email	0%	0	7%	5
Telephone	0%	0	4%	3
Webinar	0%	0	3%	2
Other	0%	0	0%	0
Number of Respondents	0		69	





## Veterans Upward Bound Score Table

	2017	2018	2019	2020	2021	2022	2023
<b>Sample Size</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>36</b>	<b>0</b>	<b>28</b>
<b>ED Staff/Coordination</b>	--	--	--	--	<b>80</b>	--	<b>80</b>
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	--	84	--	79
Responsiveness to your questions	--	--	--	--	73	--	74
Professionalism	--	--	--	--	90	--	88
Sufficiency of legal guidance in responses	--	--	--	--	75	--	78
Communication about changes that may affect your program	--	--	--	--	77	--	80
Consistency of responses with ED staff from different program offices	--	--	--	--	81	--	76
Collaboration with other ED programs or offices in providing relevant services	--	--	--	--	82	--	79
<b>Online Resources</b>	--	--	--	--	<b>72</b>	--	<b>72</b>
Ability to find specific information	--	--	--	--	74	--	74
Quality of content	--	--	--	--	74	--	72
Ability to accomplish what you want on the site	--	--	--	--	74	--	74
Accuracy of search results	--	--	--	--	71	--	73
Ability to navigate within the site	--	--	--	--	71	--	72
Look and feel/Visual appearance	--	--	--	--	66	--	70
<b>Information in Application Package</b>	--	--	--	--	<b>83</b>	--	<b>83</b>
Program Purpose	--	--	--	--	83	--	83
Program Priorities	--	--	--	--	83	--	83
Selection Criteria	--	--	--	--	82	--	82
Review Process	--	--	--	--	81	--	84
Budget Information and Forms	--	--	--	--	79	--	83
Deadline for Submission	--	--	--	--	90	--	88
Dollar Limit on Awards	--	--	--	--	85	--	83
Page Limitation Instructions	--	--	--	--	84	--	82
Formatting Instructions	--	--	--	--	81	--	81
Program Contact	--	--	--	--	80	--	82
<b>Grant Performance Reporting Requirements</b>	--	--	--	--	<b>72</b>	--	<b>76</b>
Clarity of reporting requirements	--	--	--	--	72	--	78
Ease of obtaining data you are required to report	--	--	--	--	73	--	77
Ease of submitting report(s) electronically	--	--	--	--	79	--	77
Availability of assistance in completing your report(s)	--	--	--	--	73	--	78
Usefulness of the data to help you improve your grant program/project	--	--	--	--	70	--	77
Your understanding of how ED uses your data	--	--	--	--	64	--	72



	2017	2018	2019	2020	2021	2022	2023
<b>Technical Assistance</b>	--	--	--	--	74	--	76
TA services provided in helping successfully implement grant programs/projects	--	--	--	--	74	--	76
Enhancing staff skills needed for successful program management	--	--	--	--	--	--	--
Using evidence-based practices in implementing program activities	--	--	--	--	--	--	--
Assistance with developing resource materials for use in the program	--	--	--	--	--	--	--
Creating opportunities to share best practices via learning groups	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in your learning to implement grant project	--	--	--	--	--	--	--
ED-Funded TA Provider helpfulness in successfully implementing your projects	--	--	--	--	--	--	--
<b>ACSI</b>	--	--	--	--	67	--	66
How satisfied are you with ED's products and services	--	--	--	--	70	--	71
How well ED's products and services meet expectations	--	--	--	--	62	--	62
How well ED compares with ideal products and services	--	--	--	--	68	--	63
<b>Trust</b>	--	--	--	--	79	--	76
Level of trust in office to meet your organization's needs	--	--	--	--	79	--	76
<b>Veterans Upward Bound</b>							
Responsiveness to your questions	--	--	--	--	63	--	76
Knowledge of relevant legislation, regulations, policies and procedures	--	--	--	--	72	--	79
Ability to resolve issues	--	--	--	--	67	--	82
Use of clear and concise written and verbal communication	--	--	--	--	65	--	81
Timely resolution of general programmatic and/or financial issues	--	--	--	--	59	--	77
Timeliness of the grant award notification	--	--	--	--	68	--	49
Availability of funds with adequate time for implementation	--	--	--	--	77	--	62
Transparency of how funds are distributed among grantees	--	--	--	--	79	--	65
Sufficiency of information provided to keep you informed	--	--	--	--	69	--	74
Frequency of communication	--	--	--	--	63	--	72
Clarity of communication	--	--	--	--	65	--	73



## Demographic Table

	2022		2023	
	Percent	Frequency	Percent	Frequency
<b>Overall I am satisfied with the quality of EDs products and services</b>				
Strongly agree	0%	0	21%	6
Agree	0%	0	61%	17
Disagree	0%	0	11%	3
Strongly disagree	0%	0	4%	1
Does not apply	0%	0	4%	1
<b>Number of Respondents</b>		<b>0</b>		<b>28</b>

<b>Job role</b>				
Project/State Director	0%	0	86%	24
School Officer	0%	0	0%	0
Grant Coordinator	0%	0	7%	2
Superintendent	0%	0	0%	0
Business Manager	0%	0	0%	0
President	0%	0	0%	0
Administrator	0%	0	7%	2
Other	0%	0	0%	0
<b>Number of Respondents</b>		<b>0</b>		<b>28</b>

<b>Length of time in role</b>				
Less than one year	0%	0	29%	8
Between 1 - 3 years	0%	0	14%	4
Between 4 - 10 years	0%	0	43%	12
More than 10 years	0%	0	14%	4
<b>Number of Respondents</b>		<b>0</b>		<b>28</b>

<b>Preferred method of communication - UB-V</b>				
Individual Email	0%	0	89%	25
Blast/Distribution list email	0%	0	7%	2
Telephone	0%	0	0%	0
Webinar	0%	0	4%	1
Other	0%	0	0%	0
<b>Number of Respondents</b>		<b>0</b>		<b>28</b>



## **Appendix C: Open-Ended Feedback Responses**



## 21st Century Community Learning Centers

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

NA

I find the website difficult to navigate. I have to "know" exactly what I'm looking for to receive satisfactory results. That is not always possible.

Grouping like items would assist.

There are new updates to the website that have been a vast improvement from the old site. I look forward to the changes and user ability.

Add an A to Z topics feature

No comment.

More interactive features or maybe a short tutorial video on what is located where.

Provide more information, guidance, regulations, FAQ's

Use an A-Z search and include specific areas

More clear and informative.

The website has improved dramatically. Thank you for being responsive. There is a tremendous amount of information on the site.

n/a

More up to date non-regulatory guidance.

Very improved and falls upon me to explore a bit more outside of 21stCCLC page to see how programs link together. One improvement may be to offer more infographics related to 21stCCLC as a way to describe ROI. Include a tile on the School Support and Accountability main page for specific resources to support best practices for state-level coordination across ESSA grants including family engagement, MTSS, and consolidation of grants.

The Department/ 21st Century Community Learning Centers program should keep the same reporting requirements for a couple of years before making any changes. And if there are changes, please let us know as soon as possible (with ideas about how to share it with the subgrantees). It can be



hectic/frustrating to get guidance late and then have to ask our subgrantees to collect data when school is out. It would be best if we know the data collection points at the beginning of the fiscal year.

The Department/21st CCLC has worked very hard over the last year to address SEA requests for a better quality website that provides a positive message about the impact of the program. The new spotlights are a welcome and fresh addition and I appreciate that the team is listening to the feedback from SEAs on communication needs, like the website!

A few more resources would be helpful, particularly on the Resources page, I would expect to find information and links to Y4Y, but there is no text about it, only links that reference specific resources on that site.

Specific, direct updated links would be useful as well. For example the one about the summer symposium points to 2019 info, not the most recent or even the upcoming one. The link on SEA meetings points to the general Y4Y site, not a specific page.

Give a bit more info on what is at each link. Make the search results more accurate.

Easier access with finding material. Not so bureaucratic looking.

Website appearance is fine, really looking forward to updated non-regulatory guidance (website content)

LOVE the updated site! Easy to navigate and find regulations and laws. I really enjoy the spotlights for programs and states. I would like to see less script and more pictures. Then click on the headline or section to read more. Still super easy to navigate, it is fine the way it is.

I like the website. But when searching 21stCCLC Programmatic items they should be there with the Guidance docs on the first page. Things like Financial Reporting, Snacks assistance, Evaluation, Monitoring, and GPRA.

Updated Documents

Publish new non-regulatory guidance.

Direct links to specific EDGAR guidance applicable to 21st CCLC implementation.

Links to State 21st CCLC webpages.

Links to relevant agency programs and resources that may support 21st CCLC programming and implementation.

Ensure all materials are up to date.

It is a very useful website for the Team to use.

The website is much improved than previous versions. Locating information is much better than it used to be but still it is difficult (sometimes) to find what I am looking for. Also, there doesn't seem to be phone numbers readily available as an option.

Make it more user friendly for state directors



More user friendly. Quicker access to needed information. Most times you have to keep clicking a variety of links before you find what you need.

No changes needed

Update SEA information, have more resources/samples of required CCLC information, etc.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

Be sure information is up-to-date

The official written guidance is helpful (sometimes ambiguous); however, after reading SEA emails, it seems that guidance from individual program officers may differ, so it would be helpful for the officers to update FAQs as a team - maybe on a more regular basis.

N/A

I'm waiting for the new non-regulatory guidelines that align to the changes in the program. The old one is incredibly outdated and in need of updating. As a newer program officer for my state, while some information was valuable, some components are outdated. I know this is coming, but it's been a long wait.

Non-regulatory guidance doesn't always that nitty gritty details I'm hoping to find. I'm new to my position and when sub-grantees ask me questions I'm not always sure what things I can just decide and what things are required by the law.

NA

No comment.

Some of the emails are informative regarding the content, but there aren't dates or specific details regarding the content.

More up-to-date documents, guidance, etc.

Organize documents by date, remove documents that are no longer valid

Streamline the communications about upcoming meetings/webinars/etc. so they come from a single source and then the information is posted somewhere on possibly a master calendar. Sometimes I miss meetings because I didn't read the one email with the registration information.



Thank you again for listening to suggestions! It has improved. We would like to see the non-regulatory guidance updated. Also, the double step of registering and then getting a follow up email with the calendar invite can be a barrier to attending TA.

As mentioned, more updated non-regulatory guidance. For example how to properly implement the ELT component. There are so many unknowns or gray areas as far as what is allowed and what is not allowed. And every state is set up differently so the guidance is open to much interpretation. I rely on my program manager to get answers to my questions. The website is not so helpful.

no suggestions

Please release the revised non-regulatory guidance as soon as possible.

While the information that does come out from the office is well prepared, easy to understand and on point, the lack of an update to the non-regulatory guidance remains an issue for all SEA leads. If the Department is no longer providing non-regulatory guidance of this nature, then it should be noted with the SEA leads and direction given back to either the statute or other resources. Referencing a document that is now 20 years old is not in the best interest of the program.

In general, what we receive is fine, but it isn't always directly related to our work. Newsletters, email blasts, even letters from the Department, are often more general or are about other programs or initiatives, or they are simply not directly pertinent.

I know the NRGs are in the process of being revised, but it would be very helpful to have interim updates or questions answered. It's been 20 years. So much has changed. Having a steady flow of general answers and updates would be more useful than a large document covering 20 years of updates.

Non-regulatory guidance has been a long time without updates. Updates are promised to be released this year. Having not seen them yet I am curious to see how accurate and helpful they may be. The weekly emails are always the same and redundant. The only supports offered have been related to evaluation and not relevant for all states. The newsletter from the assistant secretary is more informative. Emails regarding the Summer Symposium have been confusing and information has been sketchy.

No issues with guidance documents.

I still have questions around non-regulatory guidance being updated. I am still waiting to hear more around the flexibility of Renewability processes for states.

We can improve the quality and usefulness of the documents by keeping them simple and using real life applications to our liquidation and awarding process. I notice that most information are geared towards larger states that are well staffed and equipped to handle the high volume of operations required for 21st CCLC. The terminologies used could dummy down for those of us that are not exposed, but can use the applications to fine tune areas of concerns in smaller states.

Publish an updated non-regulatory guidance reflecting current law and policy.

N/A

The TA is very useful, and I make a point to make as many as possible.





Some of the recent federal changes from the Bipartisan Safer Communities Act were provided in a timely manner but were a bit confusion to grantees. For example, many afterschool programs want to offer hunter safety courses. We have interpreted the BSCA as not allowing hunter safety courses as it trains on proper use of weapons. Even archery clubs are now not an allowable program for afterschool that is funded by 21stCCLC. This has disappointed our subgrantees.

Use plain language

Currently much improved.

Clarify the gray areas, provide more information around policy-related matters and even though the non-reggs are currently being updated, the draft is still very similar to the previous version from 2003 and could use more clarifying details.

**Q33. Please describe how we could improve the grant reporting process.**

It would be great if we had access to the entire 21APR throughout the year - even if it's just to view sub-grantee input.

More detail information regarding the use of the 21APR data.

Our states had a LOT of issues inputting the data and then going back and that data was gone. We had to input a few sites' data several times. The data also does not come out clear in the reports to reflect what we put in.

I'm fairly new so I haven't done all the reports yet.

Sub-grantee reporting is extreme for such small awards. Schools function differently and expecting 21st Century Coordinators to data mine for individual students' data is a lot to ask.

NA

No comment.

I'm new to my role and APR is something I know least about. I know its required, but what happens after the data is entered and how it's used, I'm unsure of. Also, while there has been training on APR, sometimes it is a bit overwhelming and fast paced when there are veteran SEA Coordinators on the line. It may be that I need to view an overview video or request TA regarding APR basics.

allow states access to all their prior data, allow more access to the data.

The deadlines for 2023-24 should be much better and allow adequate time to receive statewide assessment data, clean the data and get everything into 21APR. The February 1, 2023 deadline was a challenge.



We know that the 21APR is not long-term storage for our data. However, it would be helpful to be able to have a very short window where we can pull the data down. We are trying to ease the burden on our grantees and not make them double enter data.

The new GPRA measures are better than the previous ones but they are very difficult to obtain - especially the GPA measure. If every state is doing that in a different way, what is the value of the information. In our state every school has a different grading system. Creating a way to standardize the GPA measure across the state is a heavy lift. And the data is only available locally. And on top of that, every state does it differently. So how can you even aggregate the data in a meaningful way.

Ease of obtaining the GPRA data is really a state issue and complicated by state data systems and reports that did not collect certain data point, had delayed reporting timelines for data elements making the information unavailable on the 21stCCLC reporting timeline, required year to year growth data requiring a huge burden on community-based organization subrecipients who partnered with Districts.

N/A

The burden at the state and local level for the data is far outweighing the benefit at this point. While performance reporting is valued and respected, the level of data required for annual reporting by this federal program seems to be much greater than other Title programs. Instead of focusing on programmatic design, instructional quality, and organizational technical assistance to subgrantees, the focus has become reporting. A substantial portion of the administrative and technical assistance funds to states has had to be diverted to new reporting and evaluation requirements. It seems we went from minimal reporting to an over abundance of data needed - some compromise is needed.

This improved last year but it was challenging having reporting requirements change during the first year of implementation of the new system. The data entry systems have improved from prior years, as has the stability of the system (fewer instance of getting kicked out, without all data being saved). The Implementation Guide is pretty good, but the Data Guide could be improved. Many of the data definitions are just restatements of the name of the data element.

It's fine. However states that use the automated report do not need as much help as the others but we are often asked to attend training that is irrelevant to us.

The reporting process is clear.

The monitoring reporting process is very labor intensive and not always clear in what specific is needed and how best to share it

I have always been uncomfortable in submitting performance reports, because I am not clear on the information required and how I should report our numbers. In regards to 21APR, our sub grantees submit their own data to the 21APR. Their are normally issues within the application and questions I cannot clarify to assist them. That may also be due to the overload of information that we get.

The Quick Help links on the APR system are not functional. There are some inconsistencies in the system between the information provided in some of the FAQs and the pop-up language. It is difficult to use the data for program improvement when we don't have full access to the data submitted.

N/A



It is very intuitive process.

GPA is a tough one in some states

State Departments of Education need a pathway to upload data without utilizing an outside contractor. Allowing every state to determine "growth" does not create parody across the country.

The technical assistance provided on data reporting is excellent.

The new GPRA data is extremely challenging to submit completely and accurately. It is burdensome on grantees. After the first year, we are trying to improve our processes but more direct technical assistance on best practices for getting the data as well as help with the language of why we collect what we do to share with grantees would be very helpful.

21APR's GPA data collection is very difficult and not sure it details the program in a positive, cohesive manner.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

Increasing the volume and availability of the FAQs would be helpful.

N/A

I really appreciate the emails sent on training reminders and how the trainings are relevant to what is going on. I feel our feedback is listened to and the USDOE is responsive to our requests.

Maybe more opportunities for SEAs to meet/network with one another

NA

No comment.

More peer to peer time. Pairing veterans with new SEA coordinators or several of each to discuss specific topics.

more supportive, less adversarial

More short-cycle peer-to-peer learning group opportunities focused on a single topic.

I am satisfied with the technical assistance from the Department Staff.

It is a challenge for the Department to lead peer-to-peer learning, as I believe sometimes SEAs are reluctant to share challenges for fear of triggering monitoring. The Program Officers have been nothing but supportive and in no way come across as not willing to listen and support, but building trust in



funder/grantee relationships is challenging. The Department has a responsibility to monitor, but also provide TA. It is a balance. I think helping to build peer-to-peer learning would be the most needed and most helpful. Perhaps a mentor/mentee relationship with newer and more seasoned SEAs would help, opportunities to review and share practices around policy development, program practice, alignment with other agency initiatives would be helpful. Continuing to build out the SEA website for resources and support would be helpful.

TA has been generally well-designed, targeted to needs, and effective, including many opportunities for peer-to-peer sharing and networking. One general suggestion is to have peer-to-peer networking be facilitated somewhat more actively. With breakout rooms on zoom, particularly smaller ones, sometimes people don't share as much as they could (or even turn their cameras on).

In-person SEA meetings a few times a year. Since COVID ended it is definitely time to start meeting in-person.

The focus sometimes is more on compliance then it is on quality of programming

Often SEA Coordinators talk about individual guidance they have been given after asking questions. I would like to see this official guidance documented on the site for transparency.

The technical assistance offered to us is great. But, it does not always apply as assistance but as informational for our program.

So much of the TA has been focused on evaluation and monitoring. There has been little to no TA provided on other elements related to program management and issues that are challenging state implementation of programs and grants (i.e. workforce development, sustainability of funding, partnership development, evidence-based practices, etc)

N/A

Great support for a state that has gone through a major transition period.

I have no idea that USDE would assist in developing materials for state programs. Or are you talking about the resources available on You 4 Youth website?

Group states by region and let us work together and share best practices.

At this time, it is excellent.

More frequent SEA directors' meetings (can be virtual too), more peer-to-peer opportunities

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

Y4Y



The Tactile Group

Tactile

SEA winter meeting. starting evaluation cohorts.

Y4Y and Comprehensive Center

You for Youth- this was an exception that it was very useful

Y4Y

Y4Y and The Tactical Group

National Comprehensive Center, Y4Y, Tactile

You for youth

You for Youth

Y4Y

USDE 21st CCLC regarding Annual Evaluation; You for Youth regarding the 21APR data. I do not remember the Exact Date.

Youth 4 Youth

RFP, Evaluation and Critical Elements

Bi-annual call.

**Q46. Which of the following best describes your job role? (Other, please specify)**

State Coordinator

SEA ADM of 21st CCLC



## Adult Education and Family Literacy Act (AEFLA) Program

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

interactive WIOA document instead of PDF

The Law & Guidance section could include EDGAR and 2 CFR 200. A FAQ would be helpful.

I do believe the website is getting easier to navigate, and I appreciate the specific aepla.ed/gov website. I would like to see a calendar of events, rather than just an announcements tab. A calendar would be helpful for deadlines/due dates and upcoming events.

Correct broken links. Also, I don't feel the site is comprehensive enough and have to search form information elsewhere.

I love the new AEFLA website. It is easier to navigate, and the search feature gets me to where I need quickly. Thank you!

NA

When I click on a link, it would be helpful to open a new page (instead of redirect me off of the Ed.gov website)

Challenging to find where to sign up for updates.

Continue to provide information, technical assistance and resources.

As a new state director is difficult to know what I needed but a specific section for new state directors with a list of guides and tools would be helpful. There is a lot of information on the website but a toolkit to get new state directors would be helpful and a possible due date calendar, with what to expect the first year, second year etc.

The website is too busy, information often brings you to very large documents with lots of reading/weeding to try and find an answer. I really dislike the website - it is not helpful.

I frequently get lost trying to find memoranda and other guidance on the federal website. It could be human error definitely, though I have participated in website overview sessions. The search feature does not get me to these resources but instead suggests other sites (outdated) on the U.S. Department of Education site.

Have it's own tabs across the top, so Laws takes you to WIOA and Grants to AEFLA. Or have a feature where you can see a drop down of choices on those tabs when you hover your mouse.

More user friendly

We have no recommendations.



Limit the number of clicks to get relevant AEFLA information.

Continue to look at ways to utilize new technologies to make the user experience and the content resources seamless and relevant.

I do not have an opinion here.

Many of the links to documents are broken. Update links.

I wish to commend DAEL for developing the AEFLA website [within the US Department of Education's overarching site]. It is a significant improvement for the field of Adult Education to have our own subsite within the Agency.

Several of the tabs on the DAEL pages are either broken or goes to general DOE info-i.e. the Data tab.

The DAEL should make the site more modern and user friendly with appropriate hyperlinks to up to date information on policy.

It could be more user-friendly.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

NA

More specificity would be useful in all documents when at all possible.

Documents are often vague and little guidance/technical assistance is given to explain or answer specific questions.

1) Make it easier for staff to register for events. 2) sometimes it is unclear which staff receive which notifications and why - make it easier for individuals to manage which alerts and emails messages they receive or do not receive

According to the website an Op-Memo has not been issued since Sept. 2022

The information is detailed, but is open to interpretation. There should be more concrete examples, so states can establish better guidance.

NA

Have all of the documents statute/reg/memo together instead of a link out to another page. A table which clearly shows the connection between the language in statute/reg/guidance.



At times, more specific information is needed

No comments

It may be that I am just new to the language and documents, and it sometimes feel like a lot of opportunity that I or my staff doesn't have capacity to be involved in, unless required.

When an OCTAE Memorandum is published [or updated], please continue to address/unpack these materials during the bimonthly Shop Talk. (It is of particular interest to learn how these WIOA Title II policies [and their implementation] might vary across states' organizational structures.)

Additional guidance and support on working with WIOA state partners. This space is highly politicized and Title II is marginalized in this work.

DAEL should concise all documents and use salient examples when necessary.

**Q33. Please describe how we could improve the grant reporting process.**

One of the problems with the new reporting system for the Narrative will not allow pictures to be uploaded.

It is also extremely time consuming to manually enter numbers for the NRS tables. It would be nice to be able to upload a report and have the numbers automatically enter. If a standard CVS can be made for uploading, I am sure many of the states would take advantage of that to have their systems automatically upload data.

Assistance with data matching, clarity on denominators especially for follow-up outcomes

A third-party interface to electronically upload the grant reporting data to the NRS portal. Like TurboTax electronic tax filing.

NA

The data only captures a narrow view of success. Students who earn more than one MSG in a PoP are not accounted for. For example students who obtain a high school diploma, but are not a 9th grade or higher are not part of Table 5 outcomes (which is unfortunate). Obtaining US Citizenship should be a reportable outcome/MSG.

Intake services and Training costs are cumbersome to collect and the purpose is not clear.

There needs to be uncomplicated guidance on how state-performance targets are determined. The statistical adjustment model is complicated and needs better review.

The biggest factor that would help with reporting is timing of the guidance. I understand that the OCTAE staff have a lot of steps to produce guidance, yet the reporting guidance comes frequently after we have started developing the reports. If possible, please produce guidance for reporting in June or earlier.

Since funding isn't performance based what is the point of the data?





It would be helpful to have program specific feedback on our data.

Reporting elements do not reflect other accomplishments gained by students

While out of your control, having more time to complete reporting would be helpful.

A description/breakdown of how WIOA Title II states are funded including the formula and information used.

The current process is much easier than in the past. Continue to review ways to streamline the inputting/uploading of data and other requested information.

We are struggling with collecting data with our partners in a timely manner which makes the process stressful. I would really like more time to look at our data and process what the data is saying and talk about ideas on where we can improve. It

I believe states would benefit from Technical Assistance on acceptable models for calculating [or estimating?] Career Service costs on the Statewide Performance Report.

Schedule regular virtual training sessions for state directors and data managers

States should have direct access to the accountability team. Going through a third party slows down TA, response and turn times.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

I am very fortunate to be working with [NAME]. [NAME] is excellent at providing technical assistance when and where it is needed. [NAME] is patient when questions are asked and finds time to go over ways to assist. I think [NAME] is very valuable to the team.

I have also worked with [NAME] and [NAME]. Again the technical assistance they provide is excellent. I have never had an issue with them being available when I needed them.

The only suggestion that I would have is that it would be nice to know when our Area Coordinator is out of the office and who is covering for them. This would give us a head's up and the ability to plan ahead if we needed to contact them.

I appreciate all the new trainings and resources that are currently being rolled out and are planned to be rolled out for PY2023. Our state team was thrilled to see the SL like activities on IETC, SIA, Advance IET, EARN, new courses through LINC, and other upcoming trainings/events. Thank you for all the opportunities.

I would like more opportunities to share best practices with other state directors. Also, for new state directors, a deeper dive into 2 CFR 200 and guidance for what is allowed in the middle of a competition (what changes are or are not allowed).

1) more advanced notice of training opportunities 2) more information about data systems



More opportunities to collaborate with other states. Smaller size meetings (possibly switching up meetings based on state size or state location)

More specific guidance documents with concrete examples of best practices.

Often there is a delay in a response to pertinent questions.

NA

More time for peer-to-peer groups would be helpful through training events and in other opportunities, potentially in collaboration with NASDAE.

Some TA assistance was not as clarifying as needed.

Teach don't tell.

It would be helpful to have open virtual office hours held by OCTAE staff so we could ask questions and work with peers. NASDAE has started this and it has been incredibly valuable to have state directors talking to each other. Facilitating this through open office hours with experts who can guide discussions would be helpful.

It's more general in nature

I sometime question how shared "best practices" are evidence based.

More emphasis on every rated section.

Provide more short webinars on various topics such as IET, IEL/CE, WIOA partnerships, Best Practices, etc., similar to how Workforce GPS does or has AIR to conduct them. It may help state directors, especially new ones, grasp the information on how to implement.

The current technical assistance model utilized by DAEL is certainly adequate. However, we all should be focused on continuous improvement and enhancement. A suggestion is to continue to look at ways to use technology in an integrated and seamless manner to communicate, collaborate, and network with providers.

I have felt every lost in many of the TA trainings and have a hard time connecting them to our programming. I wish there was a way that all of my staff received TA training invites.

I would like an opportunity to have my Fiscal staff join me in some [virtual] basic/advanced AEFLA Grant Management--Fiscal Topics training.

Significant knowledge and skill gaps with multiple staff RE: state administration of AEFLA funds.

States and local programs are the innovators of change processes. The technical assistance could be improved with DAEL having a more open minded, critical thinking approach when addressing certain topics. The knowledge base of some the DAEL staff should be more advanced so that States can clearly receive and interpret information. Currently, TA appears to be more one sided and this does not create



an environment for open discussions that can facilitate understanding between both parties to bring about change.

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

TTD/ ASCC

LINCS

NRS

OCTAE

DAEL

LINCS

**Q46. Which of the following best describes your job role? (Other, please specify)**

Administrative Assistant

## CUSTOM QUESTIONS

**AEFLA - 2023 - Q3.11. What can DAEL do over the next year to meet your state's technical assistance/program improvement needs?**

In addition to having new state director training, create a state director's manual. With a backward map of the monitoring protocol. Can you answer these questions in the monitoring protocol? Consistent information for a new state director is a challenge for our state. No one understands AEFLA in the state except the previous state director and the transition is a struggle. The new person doesn't come in until the previous person leaves.

Having in person ASDM and NSDM meetings will help. Sometimes I struggle to know which problems should be tackled first, so any guidance is really just helpful.

Help support the transition of Adult Education and Literacy in [LOCATION] from the [LOCATION] Department of Education to [LOCATION] Workforce Development.



As a state, we are not made aware of new initiatives in a timely manner, so we can actually implement them. There needs to be money set aside in the budget and planning for local agencies, etc.

Meetings should be grouped together and recordings found easier. If there are new state staff, it would be easier for them to find topics and all relevant documents grouped together.

Also, it is not clear if the meetings/trainings are only open to state staff or local agencies too.

Comprehensive reading plan through standards in action

NA

Expand IET Design Camp opportunities, teacher retention, how to balance all of the instructional initiatives with part time instructors

unsure at this point

No suggestions

Address alternate methods for employment data. Follow-up surveys can be useful, sometimes. When we have a large population without SSNs, that causes a negative impact on tracking employment data.

Continue to share ideas and strategies from other states that are overachieving in performance areas through innovative approaches.

Retention- learners and staff-

Perhaps a Single Area State training might prove useful. Additionally, I was heartened with the seemingly increased references and dialogs regarding "rurality"; I believe these particular challenges affect various, multiple states.

Offer more support and resources for state staff and state directors through LINCS and other TA. Survey state staff on their TA and PL needs.

Outsource their TA to a National Organization instead of keeping it at the program office.

**AEFLA - 2023 - Q3.18. Please describe how DAEL could improve its AEFLA.ED.GOV website**

??

NA



The upcoming federal initiatives have not been update since 2021.

The links should not take you off the website (rather they should simply open a new window)

NA

unsure at this time.

No suggestions

The ED.gov site could use some of the visual layouts of the AEFLA.ED.GOV site. This site is very user-friendly.

Purposeful and intentional review of the website, including content placement, will allow the site to remain useful and pertinent.

I have nothing to add here

Find a way to search by keywords for items so we can find quickly

Broken links. More specific information on AEFLA.



## Alaska Native Education Program

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

The website process to maneuver between finding a report that might be due, and when the report is found, accessing and completing the report online is sometimes challenging. When the report is ready to be submitted, there is confusion between what is being sent, and the responses that one gets which could be (draft) (incomplete) and finally "Completed" It would also be great if one could easily access a report form on the website.

I think it looks great! Everything seems easy to find and it's visually appealing and clear.

n/a

The website needs more resources. Right now, the only resource links lead to G5 and SAM. With responsiveness from the ANEP staff taking anywhere from 2 weeks to 2 months, grantees need information they can refer to on the website. [NAME] is a great example of how to provide resources for grantees. It would also be useful to have the contact information for local offices and staff besides [NAME] since the GAN does not provide the ED Contact's contact information. The current website is extremely bare and does not support grantees with any supplemental information or resources.

Our team has been really disappointed in the lack of knowledge, guidance, and support from staff for the ANEP grant. We haven't received clear responses or answers which required us to seek legal council. The annual reporting information isn't available so we have no idea how to prep for it. Then the training is a week before it opens so that isn't helpful. Also the annual report is due 4 months before the end of the first fiscal year which makes it impossible to report on the actual annual performance and that is frustrating. Also this grant is for an education program and funding isn't released until October and we aren't notified about funding until September. This leaves no time for hiring for schools. Many schools are already in session so its impossible to find someone to work in these positions. Funding and notifications should be done in line and recognizes timelines and schedules for what the grant is funding. This is a great funding opportunity that benefits many programs but its poorly managed and executed.

Though there is a lot of great content on there, but I don't find myself ever going there for resources. It might be nice if there was some training for grantees on how we're meant to interact with the site and/or time/expectations built into our grants for contributing and consuming content.

Most of the information on the website seems archival. If I am looking for current information, sometimes I can find it in news releases but it is a "hunt and find" process.

No comments.

As of right now, I don't think there's anything I think needs improving.

I'm a new grant director and had minimal interaction with the ANEP website.

I have not suggestions, sorry.



I became Project Director in February 2023 and haven't had need to use the website yet.

Website is basic, but has program info and announcements, and past grantee information - all of which is helpful.

It is good.

I don't use the website enough to know.

easier to navigate

it is great

There is just so much on the webpage that I often get lost. This may be an issue with myself but I end up down rabbit holes when trying to find an answer to a single question.

Maybe just by holding a webinar directed toward helping clients become familiar with the site and how to use it. I do not believe that my failure to use the site to full capacity is due to the way the site is presented but due to the fact that I am too old to be a tech native. Use of your site may be intuitive for those under 40 or 50, but not for older people. Perhaps the offer to have some direct teaching of site use could be optional.

Sorry, no suggestions. I find the site easy to use.

Add more content relevant to reporting needs and procedures and collaborative efforts with other departments.

There is nothing wrong with the website--it's a typical Federal website--in fact, it's actually better than many Federal websites (it's far superior to and more user-friendly than Department of State websites, for example.) The information is there and not too difficult to find, but I'm not prepared to rate it as an excellent website either.

Needs to be easier for navigation purposes and searching for information.

Make specific links easier to find.

Make user friendly and easy to navigate.

No suggestions at this time.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**



n/a

I feel like I cannot answer these questions because there is such a lack of documentation and correspondence shared with grantees. We would love to see more FAQs, newsletters, and blast emails. Supplemental documentation like this could help address common problems, thus reducing the frequency that we would have to reach out directly to the ED Contact.

Some of the training and GAN do not align. There were policies and directions in the GAN that were not included or offered opposing information in the presentations. All materials need to be reviewed because we have a federal obligation for reporting and management and the organizational documents are not even aligned. Further staff have given conflicting answers for important questions on the management and execution of the grant.

They're somewhat helpful - reminders about reporting requirements are particularly helpful. I still find the award notices somewhat overwhelming.

The documents from this program all seem to be a rephrasing of what is in the Federal Register rather than additional information.

Tailor them to each specific grant. But that is not feasible.

Have not significantly interacted with ANEP to answer.

No comments at this time.

N/A

I don't know that I've received any non-regulatory guidance.

Every entity I work with sends so much stuff that it is sometimes difficult to determine where to focus attention. I am not even sure what a 'blast email' would be. In looking back through email, I received between 6-12 emails per month and I would say that 1-2 of them were useful for my role.

Overall the documents provided are helpful, clear and address what we need in terms of reporting. Sometimes the emails that come from multiple areas or people are a little unclear or confusing, but often if you dig enough you can figure out the information.

newsletter: easier access than logging on to G5, please.

I have not had issues with the quality of documents. No suggestions for improvement.

Increase the volume of non-regulatory guidance and newsletters.

I cannot say that the documents are unclear or difficult, and I really directly deal with all aspects of the grant--our organization has personnel who assist with some matters. In the context of the reality that discretionary grants involve unique sets of circumstances, I would rate the clarity of the documents as quite good.





Guidance information, newsletters, etc. are few and far between.

No comment at this time.

**Q33. Please describe how we could improve the grant reporting process.**

Accessing the reporting documents and completing the report online has been extremely challenging. Finally, I was told that I should complete the report on the documents I was finally able to complete and rather than try to send through the website, I was directed to email the report to the granting officer. What I did like was the move this year to completing the report online using excel.

n/a

We have not had to submit a report to ANEP yet.

The reporting is due 4 months before the close of the fiscal year so we cannot even report on the events for the full fiscal year. Then the training is offered one week before the 2 week opening for reporting. Two weeks to coordinate a million dollar grant project with multiple partners is unrealistic and stressful. We have asked multiple times what is on the reporting and told that will become available just before the reporting opens.

So much of the work we're doing is focused on long term outcomes which are unmeasurable during the short life of the grant. More space for narrative might be helpful. I'd also appreciate more PD on developing progress measures with other grantees. I thought the logic model training this year was really helpful. More regular check-ins with small groups of grantees focusing on similar impacts might be worth a try.

Grants.gov is fairly generic. There is no incentive to provide a rich report on the successes of our project as we do not know if anyone reads what we submit.

This is my very first time and I haven't reported anything yet.

There should be more room for personal stories and narratives as data does not tell the entire story.

As a new grant director I'm uncertain.

When we report on the grant activities in June, we are not able to include those activities pending through the end of Sept. Those activities that address our objectives seem to have no place to be reported on, and that seems confusing. It would also be great if we could easily download the reporting doc at the end in an efficient way.

I began as Director in February 2023 and haven't submitted an annual report yet.

Max Survey is great. Please keep that system.



More clarity and consistency

Prior notice of what data will be asked to provide

We have our performance measures but there were questions about other data we were not notified of prior to report.

The reporting process improved drastically last year compared to previous years. I appreciated the platform last year over historically using G5. I also appreciate having a review of performances measures each year and it was helpful to be able to communicate with our program officer when we realized certain measures were not actually providing useful data as expected.

In truth, I have been astounded at department efforts to improve the reporting process to a more sensible, reasonable, and usable process. May you the department of Education persons) be blessed for your adaptive efforts.

Better understanding of how the data is used.

It would be helpful if the ANEP Office could provide the online APR Training a month prior to the reporting submittal deadline.

Provide an updated template at least three months prior to the annual performance report deadline.

The process has actually become easier with the change of reporting platform.

G5 is not user friendly. Would like to be able to navigate and upload a bit easier

Max Survey was an improvement. Thank you.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

n/a

I feel that so far the ANEP staff has not assisted in any of these areas. Responsiveness from staff can take up to 2 months just to answer a few of our questions. Staff is always professional in their responses, but it is clear to us that the Department is understaffed. We do not feel we are receiving sufficient guidance, and often feel that we are on our own because Department staff is stretched so thin. There are no supplemental documents to refer to while waiting for staff responses, and there has been no effort made by staff to introduce grantees to each other, making peer-to-peer guidance difficult.



We need more staff to address questions and concerns more efficiently. It should not be normalized for grantees to have to wait 4-6 weeks on average to receive guidance on important questions they have for program implementation. Lack of responsiveness and resources is not only not helping grantees, but is actively hurting our project progress and goals.

Staff have given us different answers. Staff were not knowledgeable on what was in the GAN, they weren't knowledgeable on our reporting requirements, they weren't knowledgeable on the program, the content shared such as presentations were in direct conflict of the GAN.

The logic model training offered the year was great. Please do more like that. Possibly in smaller groups with time to workshop our own materials.

I am not aware of any technical assistance for program implementation.

I am new and haven't received TA yet. I guess, if a new Prg Mngr, is reported to assume a grant then it would be great if they were greeted by the Fed. Grant mngr.

I am new so I have not had a lot of time to delve into ANEP's offerings.

See previous answers.

No comment at this time.

I would love opportunities for programs to be able to share their successes and challenges so that we could learn from each other. I know there is outstanding work being done out there, and I am curious about how we might overlap. Thank you!

I began as Project Director in February 2023 and haven't received technical assistance yet.

Our program manager is amazing. She makes a tough job easy.

I have not used technical assistance

I appreciated tech assistance for completing APR. I also appreciated some of the webinars with other grantees that allowed discussion on grant progress. Those opportunities allowed us to see what was working (and not) in other programs and allowed us to share and get validation of program efforts. I really do miss having the in-person grantee meetings, however. I found great value in sitting and chatting with other grantees on a personal level. That is just not as viable in virtual settings.

We did not seek technical assistance so I don't have any suggestions for improvement at this time.

I have no complaints.

Provide increased opportunities for grantees with similar goals to meet, interact, collaborate, and learn from one another.

It would be helpful to increase the number of opportunities presented for ANEP grantees to share out best practices with other ANEP Grantees during project implementation.



Program management trainings could be provided by Department staff on an annual basis.

There are elements of this that have not involved the particular grant I am working with, such as sharing best practices.

The Department staff actually does an excellent and responsive job--particularly in comparison with some other funding agencies.

There is minimal training offered. We seek out our own training and information. It would be great if a virtual training was provided each quarter on various topics.

Not a lot of communication takes place and followup of emails is sparse.

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

n/a

an informational Final Performance Report (FPR) webinar on Thursday, December 1 at 11:00 A.M. Alaska Time (3:00 P.M. Eastern Time).

ANA

Regional Educational Laboratory Northwest

NA

SEI services

[NAME]

Comprehensive Center

**Q46. Which of the following best describes your job role? (Other, please specify)**

researcher

Tribal Entity Ed Prg Mngr

Grant manager

Project Manager for ANEP-funded activity



## CUSTOM QUESTIONS

### **ANE - 2023 - Q64.3. Do you feel the frequency of technical assistance provided by ANE staff is sufficient for supporting the implementation of your grant? Why or why not?**

Anytime I have called or left messages for a return call, including email communication, I have always been pleased with their follow through

It is sufficient. There's usually technical assistance before reporting, which is extremely helpful. We had a collaboration meeting with other ANE grant recipients across the state and that we really great to hear what others are doing and get ideas.

Should be closer to every quarter

No. We wait 4-6 weeks on average to receive responses from our ED contacts regarding important questions for our project. We often have to follow up several times in order to get an acknowledgment that they have even received the email. This unfortunately has led us to a situation where we feel that we have to follow up daily with staff just so our questions are addressed and we can continue our work. There have been several instances where our project has come to almost a complete halt because ED staff has left us in the dark.

Our grant received partial funding for FY1 in October 2022. From the beginning, ANEP staff said that it would only take 1-2 months for supplemental funding to be awarded. 5 months later, they told us the supplemental funding had been approved. We continued with the project in good faith of ED staff's word that our GAN would be updated that week. One month later, our staff was still following up because the GAN had not been updated in G5. Then, staff responded and said that our supplemental funding was still waiting for approval. This left us in a panic, as we had previously been told that supplemental funding was approved. Our project came to a screeching halt and we were left in a panic. When we asked for clarification and sent documentation showing that they had previously told us we were approved, all communication from the ANEP team stopped. We were left in the dark for almost two weeks with no support from the ANEP staff.

Staff's consistent lack of communication and responsiveness on top of this situation has caused a distrust for the ANEP team. While they are always friendly, it is clear that they are overworked and unable to properly support their grantees. We are extremely unsatisfied with the "support" we have been given thus far. We hope to see more staff join the team in the future so ED contacts have smaller workloads and can build trusting relationships with grantees.

Excellent! Staff has been helpful and friendly.

No it was not sufficient. The answered a question with a non-answer, their answers were in conflict with the GAN and presentations shared with us. Staff didn't get back to us in a timely manner.

It's sufficient.



Yes. I know this program pretty well.

No. I would like more interaction from my grant manager, even if just to check in.

I have not needed it. I have been waiting for a response for a logic model revision for quite some time which may require TA but I am not sure.

Yes, ANEP staff always responds in a timely manner.

Yes, if I needed more, I believe they would be easily available.

It was exactly what I needed and in timely manner.

Yes. I think it would be beneficial to have more opportunities to hear from other grantees as well, preferably in person, to see how they manage implementation challenges and to celebrate their successes.

Yes, communication with my ANE contact is timely and sufficient to prepare me for my reporting obligations.

Yes

Yes because I have not had questions and have been doing well with the project

Yes. ANE staff has been very supportive in our program efforts. They are responsive to unique needs and helpful in troubleshooting and brainstorming to ensure best student outcomes.

We have not had any Technical assistance for this grant during my tenure

Yes. There may still be things I would benefit from knowing. There may still be technical assistance that could be provided to improve my performance, grant reporting, the success of children. however, grant work with the budgeting, reporting, grant activity and planning is demanding. We have to have time and support to carry out the grant in very real terms. Right now the balance of department requirements, meeting those in a timely way, and grant activities is just about right.

Yes, we are pretty self-sufficient. However, increased collaboration with other grantees would help improve the overall implementation of the grant.

Yes

No. There was no response for important documents sent by email. The documents included a logic model revision and budget modification.

It is sufficient. In fact, I probably could take more advantage of the technical assistance being offered, but that's on me, not on the Department staff.

Yes. They have been very responsive to our needs.

Yes.



Training and technical assistance should be provided virtually, each quarter, on various topics. We have sought out our own training and information. If we have a specific question, we reach out to ANE staff, and the response is great. Thank you.

It is sufficient.

yes

Yes, thorough and timely.

**ANE - 2023 - Q64.5f. Which form of technical assistance do you find most helpful?**

individual telephone communication

I haven't been to annual meeting, but it seems like it would be helpful.

NA

in person sharing

one on one meetings

phone calls

**ANE - 2023 - Q64.7. What technical assistant topics can ANE staff cover to support the effective implementation of your grant projects?**

Webinars: completing reports

It would be helpful to get more guidance on creating clear outcomes that can be measured in a way that is compatible to the APR.

Up-to-date rules and regulations, direct vs. indirect, conducting research under an ANEP grant, connecting grantees with each other so they can support one another and network.

Needs for grant management, acquisitions, policy development to manage grants, fiscal requirements to manage grants, training on the GAN.

Sharing best practices, workshopping our performance measures/evaluation tools, clarification on grant regulations (eg. regulations around food)

Host a grantee meeting. We learn more from our peers. Focus on improving the quality of new proposal reviews and reviewer preparation instead in order to get better proposals in the first place. Use some interrater reliability tools to increase the quality of proposal reviews and some practices to introduce equity in distribution of grant funds.



Procurement training.

Logic Model

Can not identify any at this time.

Reporting

I'm comfortable with the information I'm receiving regarding my grant project.

Fiscal support for tribal partners

Budget and reporting.

Answer email questions or requests.

In advance, provide reporting help or info on reporting format and data needed

We appreciate assistance for APRs and also having FAQs available to peruse as needed. And, of course, we appreciate responsiveness from ANE staff when we have a unique situation to sort through.

Unsure at this time due to us not requesting/receiving Technical assistance

We will always need technical assistance with managing set up processes, like drawing down funds.

We will always need technical assistance for APR reporting and grant closing processes.

Connection with other grantees who are focused on similar goals and stakeholders.

Career pathway development for students that are high school to college age.

Primarily reiterating current reporting requirements and methods and any changes to them--particularly as organizations such as ours experience some staff turnover, and there are always new people who can benefit (and people with more experience with the program benefit as well in my opinion.)

Reporting requirements

Grant Management and Expectations, Uniform Cost Principles, Grant Reporting





## American Rescue Plan Emergency Assistance to Non-Public Schools (ARP EANS)

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

I have not used the ARP EANS website

Often outdated materials when come up first within a search and it isn't until you are done reading a document that you find it has been revised since.

I think the website is sufficient for what we need.

N/A

No comments here.

no suggestions at this time.

Purchases should have been processed through the LEAs. same as every other Title fund providing equitable services. Having the SEA process the program has been incredibly difficult.

No specific items come to mind

On more than one occasion the search results link me to an irrelevant webpage. Improve your search results and links.

locating the correct guidance. there were so many updates and changes. The yearly reporting is too complicated

I was not involved directly with ARP EANS, so have not visited the website.

Making sure that updated or revised documents appear prominently OR go back and revise updated documents to say the document is not the latest version.

Content, EXAMPLES

The grantees could benefit from more information about best practices.

Link to states EANS program sites and showcase best practices in EANS administration.



**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

I have not interfaced with the ARP EANS program information or staff

The non-regulatory guidance was not clear from day one.

The non-regulatory guidance at times is too vague and the newsletters are redundant in nature, but don't address future issues in a timely or helpful manner.

Documents for this program were delayed and impacted our ability to administer the funding and run the program.

N/A

No additional comments.

no suggestions at this time.

More clarity. For example, the disposition of equipment and supplies was somewhat open to interpretation and confusing, including what constitutes equipment and/or supplies. More straightforward and clear guidance overall.

No specific improvements immediately come to mind

As part of the Newsflash series, provide specific examples of products and/or services under the 12 eligibility categories as a resource for participating private schools.

I have not been directly involved with ARP EANS.

Respond to changes in contacts needed.

Non-regulatory guidance could provide the grantees more information about examples or best practices in the implementation of the program.

No additions

**Q33. Please describe how we could improve the grant reporting process.**

I have not interfaced with the ARP EANS reporting requirements

While it is lengthily, I don't believe you could accurately report all grant aspects in a simpler format.



The reporting requirements should have been released when the program was initiated. It is unclear how the data reported will benefit decision making.

It's quite cumbersome.

N/A

No additional comments.

no suggestions at this time.

No specific items come to mind

Internal data request at OSDE go to people that are not familiar with this program.

Train the department members so that they can provide correct, non-conflicting guidance on how and where to report information.

The yearly reporting is too cumbersome. The FFATA data site is not user friendly and the regulations are not clearly accessible.

The APR for both CRRSA and ARP EANS is not set up to accommodate states that obligated their EANS funds via contract with another public entity (i.e. regional education services agency). The APR forms assume individual school obligations for payments and services, not the wholesale obligation of EANS funds.

I am not receiving emails regarding trainings and dates for the CSPR as a program coordinator for several ESEA programs. So I don't always receive information regarding CSPR in a timely manner.

This has been the most challenging part of administering this program. It honestly feels like USED is figuring this out as they go and we are the subject of the latest idea related to data collection.

Misses the mark

When completing APRs, the grantees could address some of the errors of the cross match of the data by including explanatory notes. However, the report is not habilitated to include data notes or explanations.

No additions

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

I have not interfaced with the ARP EANS program information or staff

Less wordy.



Sharing of best practices could've been helpful as many states were struggling with how best to implement.

N/A

No additional comments.

no suggestions at this time.

Peer to peer interactions and sharing was a void in this program that could have been extremely valuable.

I know individuals on our team who are involved with ARP EANS have attended webinars and received info from US ED,

Love our program specialist

The Department could provide more peer to peer resources and networking activities to be able to share experiences and best practices with other jurisdictions.

Providing models and examples of successful EANS programs.

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

Comprehensive Center- not related to EANS

Office of State and Grantee Relations

OESC

**Q46. Which of the following best describes your job role? (Other, please specify)**

Program Specialist

ESSER only Coordinator



## CUSTOM QUESTIONS

**ARP EANS - 2023 - Q71.5. Describe how the Office of State and Grantees Relations can further empower you to make decisions about the implementation of your ARP EANS grants.**

I have not interfaced with the ARP EANS program information or staff

Provide technical assistance documents with FAQs on a regular/updated basis with specific examples that we as the SEA can relate to.

I need more specific details on the disposition of items when the performance period ends.

The requirement to use State Procurement to purchase approved items hampered the process. Our CRRSA approach whereby the non-public schools purchase the approved item and seek reimbursement is considerably more efficient.

no comment at this time.

disposition of items

Again, I have not been directly involved with ARP EANS, so did not answer many of the questions. Those which required an answer I did based on second hand information or general experience in working with US ED.

Partnership

By providing flexibilities, waivers and sharing best practices

No additions



## Asian American and Native American Pacific Islander Institutions Program

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

It would be nice to have things specifically broken out by the type of AANAPISI grant as well as the place/stages where people are at in the grant cycle.

It needs to have more robust search function.

Make it more user-friendly. The site feels archaic.

needs more visual and color to showcase populations served and real ground work. Everything looks and feels institutional.

I find that some documents are outdated, sometimes giving information on workshops from 2015. Keeping things up to date would be my number one request.

#### Q33. Please describe how we could improve the grant reporting process.

A more consistent due date would be helpful (maybe it is consistent, yet it is not consistent with the guidance)

The grant reporting process is straightforward

There should be a definition or a glossary section. For example, there should be definitions of "on schedule" "not achieve" "delay in schedule" under the status report section. It'd be helpful to know how the DOE defines them.

we have improved this process throughout my tenure with AANAPISI. The pre-populated is helpful.

A help line (phone, email, chat) would be great to have in the last month prior to submitting the reports.



## **CUSTOM QUESTIONS**

### **AANAPISI - 2023 - Q33.5. What can the AANAPISI do to improve communication with you?**

No ideas at this time

More frequent emails and communications would help.

Provide more advance notice of events like Project Directors meetings. Provide a little more detail in responses to questions. We very much appreciate the quick responses, but sometimes the responses are hard to understand because they are often very short.

They should communicate more often beyond the APR reporting period.

It would be great to have grant award notices earlier, June or July would be ideal so that we have time to hire during our slow time in the summer. Hiring can be done at this time when turnover tends to happen at the end of school years, and we would have time to plan the programming. Getting notifications in the fall is during our busiest time of the year.

### **AANAPISI - 2023 - Q33.7. How would you advise on improving the overall process and protocols associated with this grant competition?**

None at this time

More information about cooperative grants

In a recent round of the competition, new applicants were awarded an additional 3 points in the scoring method. This made it very hard for existing grantees to get funded. It might be better to award fewer extra points to new applicants to make it easier for existing grantees to get funded.

Move the competition or calls for proposals earlier. May is a bad time for all of us as we're in the middle of AANHPI Heritage Month events and graduation.

No advice at this time, I thought it went well.



## Assistance for Arts Education Development and Dissemination Program

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

Simplify.

It's pretty good as is. And the phone support is excellent.

Add a hyperlink in Grantees and Applicant page to login in for AIE Logistics/ online training resources and the ability to find your grant coordinator/schedule a meeting with them.

It's not always to find what you're looking for and at times the information may reside on other websites.

I haven't looked for anything on the website this year.

I don't really have any suggestions. It is fairly easy to navigate.

It's been down for quite a while, so I'm not sure

program guidance and tips; links to grantee's websites

An implementation and management manual specific to our grant program is needed and would be greatly appreciated.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

newsletter- include more lessons learned from specific projects.

All of the info is well organized and clear as a bell

I feel that may dissatisfaction may be due to me being first-time grant recipient - I need more frequent resources with less vague, legal lanaguage and practical support among other providers.

I was not aware of blast emails/newsletter.

newsletters

A grant implementation manual with all deadlines and forms is needed.





The report documents do not contain information about all required components of the report.

**Q33. Please describe how we could improve the grant reporting process.**

It's working just fine

Evaluation is important and expensive. Programming and staffing dollars should be allocated separately from evaluation dollars.

Imbedding text in a word doc can be cumbersome and I am afraid at the reader end not visual appealing. I'd like to include in reports attachments of the work itself which would just make the email larger.

It's really frustrating that the forms sent are not accurate for the report needed and I have to double check with the powerpoint. For example, the budget spreadsheet had three columns and the powerpoint asked for 4 columns. Example for the cover sheet had implementation year, cover sheet sent did not. Please send us exactly what you need in addition to instructional powerpoint.

would like feedback

It would be great to receive feedback on our report and also see how the dept uses our data.

It would be great if we could submit thd report in a PDF file. Those are also searchable like the Word doc.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

It's all pretty good

Technical assistance webinars usually consist of reading slides to grantees, which is not helpful. The conference in spring 2023 was wonderful and the only other networking was the virtual conference in Dec 2021 - with very little opportunity to network and learn, mainly presentations. Resources and support may exist but I am unaware of them. Notice of technical support and deadlines are usually with less than 4 weeks' notice, which is very difficult to manage around the program implementation schedule. Options for scheduling meetings are incredibly limited in option and length. No ability to request a meeting other than through email when outside of the routine check-in invitations by grant coordinators. Email response times are unpredictable.

I reached out and asked for help making our website ADA compliant and was told that TA didn't do this. I've not used TA for anything.

I'm not even sure what tech assistance is available

More advanced notice for reports, conference call for proposals, and communication of dates overall is needed.



**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

LPE Associates

**Q46. Which of the following best describes your job role? (Other, please specify)**

Artistic Director and Project Director

## **CUSTOM QUESTIONS**

**AARTED - 2023 - Q70.6. What could the Arts team do to improve the content of technical assistance?**

It works well, I have no problems that we cannot solve together easily.

Help us with online dissemination

possibly host round tables for new grantees, providing tools that help grantees anticipate and plan in advance for reporting (i.e. a calendar/planner) and other USDE activities, and more interactions/availability throughout the year

Get more team members - I think you're all spread too thin - though doing a fantastic job.

Tell me what they offer.

Email response time from our program officer is 3+ months which hampers our ability to make get time-sensitive changes to our program and budget.

More timely response



## Carl D. Perkins Career and Technical Education State Directors

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

Nothing specific comes to mind. Websites are always a work in progress.

N/A

Developing better searching mechanism

Make the trainings provided searchable

Things are difficult to find. Lots of clicks are necessary to get where you need to be. Searching by more than keywords would be nice as would being able to filter the results.

I don't have any suggestions. I think the website is well-done and I've used it a lot.

I have no concerns at this time.

It would be easier to find items if they were specific to Perkins V. Frequently when I do searches for information, I get a lot of results from Perkins IV which I am not confident are accurate to Perkins V.

It works well for me if I know specifically what I am looking for. There are times, however, when I'm not sure what I need and finding helpful resources/guidance could be easier.

I think the site needs to be updated and less "busy" in a visual sense. Clean, clear presentation of information isn't always accessible.

N/A

Core Performance Indicators best practices

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

Nothing to add

More direct links in the communication when referring to specific item.

The language is often very technical. It would be helpful to have a layperson's follow-up, especially for new state directors. and staff. We don't know what we don't know.



It would be helpful to select the types of communications we receive blast emails about instead of getting everything.

The documents are helpful -- and when there is something else I need or a question I have, I can reach out to the team at OCTAE and they always respond quickly to answer any questions for provide additional information. I greatly appreciate both the written documents and then the staff's availability, responsiveness, and depth of knowledge.

N/A

No specific examples

**Q33. Please describe how we could improve the grant reporting process.**

The system we report data and the follows up provided are not concise. We receive to many questions that are already answered in the system.

Sometimes following the reporting of data to OCTAE, for example, we receive questions on the data that can sometimes be difficult to follow.

The fiscal parts of the CAR can be confusing because the column headers are numbered and rows are lettered, but in an Excel spreadsheet the default is opposite. So, when we are communicating with staff (internal and USED) and a specific column/row is identified, we always have to take a second look to see if we are talking about the cell number or how the spreadsheet is designed.

The only thing that is sometimes a challenge/seems unnecessarily lengthy is the review and certification process in the Perkins portal. Sometimes when I make a requested correction, for example, I only have to review and certify the corrected report. Other times, I have to review and certify all of the performance data reports -- so even though I only corrected secondary participant data, I then have to go through the review and certification process for every secondary data report -- which seems unnecessary.

Add an "other" or "Did Not Identify" category for gender representation.

Understanding how the Department uses the reported data.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

More prior notice for opportunities - our schedules fill up quickly and we are not always able to pivot with last minute notices for assistance.



The last in-person conference offered in DC was maxed-out before I had a chance to register. I was disappointed with not being able to attend in person.

I think as we continue to implement Perkins V, the Department staff will continue to find new ways to meet our needs. It's a matter of having the time and consecutive years of data, learning of best practices, and identification of shared challenges that will support their work. They do an excellent job, and I am appreciative for all that they offer. The November 2022 DQI was especially helpful and very well planned and executed. I also greatly appreciate the state specific technical assistance we have received -- the staff are always available to meet, and I appreciate that when needed, they arrange for a team of Perkins folks to meet to discuss the complexities of a problem we are working on (e.g. [NAME]. all met with me this year to sort through a needed change to our state plan that required each of their areas of expertise.)

We need more time in collaboration and supportive platforms of sharing with other states.

Nothing at the moment

the staff is incredibly helpful and responsive

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

Use of funds

[NAME] and [NAME] are both wonderful

REL - Education Development Center/ [LOCATION]. They are a REL, so I am assuming they have department funding.

[NAME]

[NAME], [NAME], and [NAME]

**Q46. Which of the following best describes your job role? (Other, please specify)**

State Director and Perkins Coordinator



## Centers of Excellence for Veterans Student Success (CEVSS)

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

Not able to access any resources. From the home page, resources are noted but it is not a hot link.

Keep improving with new updates

Add a chat bot or have someone there to answer questions through a chat function.

Satisfied with current site.

The support [NAME] has provided us has been great, [NAME] is very responsive and communicates effectively.

No suggestions at this time. Seems sufficiently adequate.

Have users design it

The feel of the website could be a bit more aesthetically engaging.

Perhaps provide examples of metrics, outcomes, and best practices.

#### Q33. Please describe how we could improve the grant reporting process.

Reporting is easy and accessible. It is not clear how the information is being used by the Dept.

Everything was relevant

Have the grant report available in a pdf with the email so we can go gather the information needed to complete the report, then log in and enter it from the pdf.

A rubric might be helpful.

I have not been through the first reporting process yet so I cannot make this assessment.

The grant reporting process is pretty straight forward. It would be help to know what information is being asked for before the reporting period is open.

Shorten the process and identify why the data is needed. How is it used?



1. the double authentication process is cumbersome and seems unnecessary
2. the APR allows one to continue typing in information, but then when you go to save, it had already "timed out" with no warnings, and it seems to time out even when you've been inputting consistently. SHOULD AT LEAST HAVE SOME TYPE OF WARNING SYSTEM THAT ALERTS THAT IT HAS TIMED OUT.

Request predictable timelines when the annual report is due rather than not knowing and then the report is due

I did not see training to walk you through how to complete the grant reporting process. This could have been available, but I did not see this; additionally, when the notice for the report goes out, the training could be hyperlinked to ensure information is submitted correctly.

Feedback on how the data is used once received, was evaluated would have been very helpful. It was very stressful creating the report - having any feedback would have been helpful.

Some of the directives in the report were a little grey in regards to what was being asked.

## CUSTOM QUESTIONS

### CEVSS - 2023 - Q19.5. What can the CEVSS do to improve communication with you?

All good

Answer questions quicker (shorter turnaround time). Do not contradict the grant--the grant stated money for food boxes was in the budget and she told us we are not allowed to use the grant money for that purpose. Confusing

none

It is going well. More time in the program will allow me to make a more thorough assessment.

communication is responsive.

no suggestions at this time as communication issues are non-existent

There were no project directors meetings scheduled for this grant. The year one report was available 8 months after year one completed. Written and verbal communications from the CEVSS program director have been sparse and inconsistent, although I have also found her to be very polite. It is my impression that this program is under-resourced. Our proposed budgets were modified to dis-include activities approved in our application and things that our project director approved in one year were not approved in a second. This has caused us to lose time in planning activities and forego spending funds that we hoped to.

More regular communication.



The annual trainings/meetings were canceled due to the pandemic. Virtual ones could have replaced the in-person. I felt very lost and isolated through much of the grant process.

**CEVSS - 2023 - Q19.7. How would you advise on improving the overall process and protocols associated with this grant competition?**

Ease the process of the flow for the completion of all pages.

None

none

Nothing that I can think of at the moment.

No suggestions at this time

N/A - this seemed clear.

A visual flow diagram with an associated timeline to help individuals gain a more meaningful understanding of the process.

Trainings on expectations.





## Charter School Programs Credit Enhancement Grants

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

I've never used the Department's website in 12 years. I didn't know it existed.

Revamp it to make it user friendly. Make the search function work more accurately.

A portal for CE grantees where we could see status of our awards, information on communication with the department, etc.

A more data driven approach to the website would be helpful.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

NCSRC sends the most useful and relevant content.

The staff should all read the book "Smart Brevity". Maybe that would help the communications be clearer. For example, there is a CSP project directors' meeting in July 2023. The communications do not specify if this applies to all CSP project directors or just to a certain program under the CSP program.

**Q33. Please describe how we could improve the grant reporting process.**

It takes too long. Most of the data is publicly available except for the transaction specific details. Our grants are almost 20 years old. We spend a lot of staff time reporting on funds that long ago fulfilled the program goals and we can not charge the time to the grant.

Much of the data is unnecessary or irrelevant to the actual needs of the grant program.

The Department should use information it already collects on academic outcomes through the National Center for Education Statistics (NCES) for state and school level data. Why ask a lender under the Credit Enhancement for Charter School Facilities try to find this data, when the Department already has this information?

It seems with the new revamped reporting requirements, the Department staff is trying to predict every Freedom of Information Act (FORA) request that comes across the transom. As a grantee under the Credit Enhancement program, tell me what are the 5 top pieces of information that the Department "needs" or "is required" to report to Congress. If it's the amount of dollars leveraged by the grant, okay. If it's the number of schools served or number of students served, fine. But the Department asks for so much extraneous information (including information that the Department already has), that the reporting requirement is a BURDEN on the grantees.



Looking forward to moving away from spreadsheets to online submittal system

Provide clarity on how the data we provide is used.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

The staff seems reluctant to tell grantees anything specific or to give guidance. For example, who is doing a good job with start-up charter schools? Silence. Which grantee seems to have figured out how to do all the reporting required under the grant without spending days on it? I know that everyone has a lot of work to do, but answering questions and providing specific guidance seems like it would be part of the job.

Whenever the Department staff does a webinar, it seems that most of the presenters read their slides, rather than highlighting an important point or two on each slide. Everyone on the webinar can read. Providing real world examples that pertain to whatever the slide talks about would be helpful.

Support the grantees in training new staff by providing introductory webinars on the basics of credit enhancement

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

WestEd

National Charter School Resource Center

Manhattan Strategy Group

[NAME]

**Q46. Which of the following best describes your job role? (Other, please specify)**

Implementation Partner



## Charter Schools Program (CSP) Grants to State Entities

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

Most of the information that a program manager needs is provided by the NCSRC. I would only go to USED for history, approved grants, and the law.

The web site provides accurate information and we rely on it for that. It would be nice to get an email to let us know when new information is available, especially if we received a prior email stating it was "coming soon".

I honestly don't use the website so unsure.

More resources in plain language rather than restating statute references. Creation of quick guides and tools with well laid out steps to success to help with common theme issues of implementation of grant program (monitoring sub-grantees, running a competition, etc.) Updates to the non-regulatory guidance.

The website tiles at the bottom of the page are helpful. I'm never sure where the most up to date guidance lives. On the SE webpage, under the "What's New" heading, the information states, "On December 7, 2017, CSP notified all grantees of the extended deadline of December 22, 2017 for application amendment requests under the November 15, 2017 Dear Colleague Letter". If I need information to run the SE grant, I don't rely on the CSP website.

Keep information updated and links active. There have been many situations of broken links or communication sent to check out a website page; however, the information is from a number of years ago and hasn't been updated to align with the recent communication.

Accessing previous awards could be easier.

Make it more easily searchable, create a structure to support current grantees. I can find competition materials easily, but not support documents or guidance for grantees once awarded.

It seems to change its look a fair amount and so I'm always having to re-orient to it. Also, I feel like some of the older Dear Colleague letters and such have disappeared. We link to them and all my links are now broken.

There are so many hidden pages and out dated material. every time I go on I end up somewhere different. It should be tested on search engines to see what comes up if someone searches USED CSP etc

Develop a place where grantee's can post best practices.

Many of the links don't work or are for out of date guidance.

I have not used the website enough to give any improvement suggestions.



The most important thing is to consider that the visitor knows nothing about the website, Department nomenclature or logical next steps. Treat it as though someone is visiting because they want information on a specific item in the current year or according to a specific grant cycle.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

The Non Reg Guidance is dated. It is sometimes not clear how to weigh the guidance since it is not regulation, and predates ESSA.

A crosswalk of the changes in any documents or policy-related documents. This will help us keep up to speed on changes that affect our programs, especially as our grants are over a five year period.

A playbook or guide once an entity has been granted would be very helpful. It seems that most of the guidance I receive is from WestEd or Manhattan Strategy.

Information geared toward project phase (you are in your second project year, here are some key things you should be doing considering...)

The language in the guidance is written as government language. It would be great if there could be follow up in plain language. When questions are asked, many times, it's the government language that is provided again. I read the information the first time and have questions about what it says so sending it to me again does not help in addressing my question.

It has been several years since non-regulatory guidance has been updated. Given changes in guidance from other program offices that could impact CSP, would be beneficial to know specifically where CSP funds could be considered one-time costs (especially during recover from the pandemic). We think of things differently than before; would be useful to have CSP guidance updates to reflect this new way of thinking.

At some point our organization's spam filters starting blocking my newsletters and my subscription was canceled by the newsletter mailing service, without notifying me that this happened. It may be worth reviewing your mailing list maintenance to ensure that Project Directors receive critical communications, since lots of public entities have overly sensitive spam blockers.

It would be nice to get some updated non-regulatory guidance.

During the past few years, we have rarely received any correspondence from the Department that was initiated by the Department and not a result of a request. I had to search for non-regulatory guidance, we do not receive emails or newsletters for general communication. Project Directors are very good to "quote" the law and regulations, but have not been very good at explaining what that looks like in practice. Questions often go unanswered or a variety of answers depending on who you talk with. Our most recent project manager has done a better job in communicating than the others I have had.

Lately it feel as if we are being inundated with documents, information, trainings etc. It may not be bit it appears willy-nilly. Also, for example, the Annual Performance Report is always referred to as that or the



APR. Suddenly we are getting e-mails regarding the 'CSP Spring Grant Performance Reporting'. I had no idea what that meant and actually set up a meeting with my team so that we could plan etc. When sat down to look at everything, we realized it was just the APR-why would the name/title change out of the blue? Again, with so much going on, it was not out of the realm of possibility that there would be another report due.

None. I like the idea of the webinars to further explain important issues.

I rarely receive any policy documents.

More examples

Ask us for our pain points to determine future documents.

**Q33. Please describe how we could improve the grant reporting process.**

The narrative and contextual information should be emphasized.

Have the slides from presentations available immediately or prior to the meeting. I think we may be better prepared with questions if we have those ahead of time. It makes it difficult to take notes during the presentation when there is a lot of information on the slides and we don't get access to them right away. I feel like we lose momentum.

Clarify the reporting periods - budget vs school year. It is always confusing.

The annual performance report is cumbersome, burdensome, and does not provide actionable information to the program officers at ED. I would prefer to have a database where we could enter our annual data and get it reviewed on an annual or quarterly basis with our program officer.

G5 is an old system that is difficult to use. My responses are a reflection of the outdated software and not CSP specific.

It would save time for Project Directors to upload the Project Status Chart, instead of completing it and then hand entering each item into G5. It is not clear to me the role of the APR in reporting activities which are the same as those proposed in the application, or if the APR is a tool for reporting modifications to grant activities, budget, etc. I am not clear on the relationship between the APR and Budget Revision process. With the delay of the APR this year, I am very concerned that our no cost extension request has been delayed, which may impact subgrantees.

The CSP data collection structure (i.e. reporting to WestEd) is difficult. It makes little sense in matching up the grant years, obligations, and such.

The last training we received was by the far the best we've ever had. However, I think it is important to remember that not all project directors in the field are up to speed on the federal grant terminology and use of "edspeak" when training can be confusing. I also think chunking and more detail would be helpful when training grant recipients instead of doing everything at once. For example; The budget and the CSP Data Collection Form; maybe a separate training on the forms (and details of the forms) and how



that aligns or doesn't to what is reported in the APR B-budget narrative and form. Being able to upload Excel documents might be helpful and increasing the amount of text/characters for responses would be helpful too. There is a real opportunity to improve clarity around expectations.

The grant profile is practically identical to many of the questions in the APR. Why are you making all of the grantees fill out the same report twice? It is too the point of being insulting. Also, many of the questions on the APR have already been answered in the original application. When this was questioned the answer was 'we need to know if there have been changes since the original application'. Well then-ask if there have been changes-right? Again, it is insulting a huge waste of time. There are also many questions on the APR that ask why something has not been done that is not required to be done nor outlined in the application. I don't understand the thinking behind this or the necessity.

The G5 system is not always friendly. The typing in of Performance Data has been difficult due to technical glitches. Prefer to email such a massive document.

Don't make us upload a report and then re-enter the same information in text boxes. Consider the time of the school year when these reports are due (late spring-early summer is incredibly busy for our SEA, and these reporting requirements impact our ability to effectively implement the grant). Consider timing when multiple reports are due at the same time.

Explain how the reporting data is used.

G5 does not allow for fractions. It's very difficult to report increments when it has to be in whole numbers.

Consistency in requests from one program manager to another. An understanding of practice versus regulation or theory. Provide information/feedback from the department on how the data will or should inform grant performance.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

Director's meeting are valuable, as they enable peer-to-peer exchange of information. Webinars are well organized and thorough.

If there are similar requests from states, maybe we could meet altogether to learn from each other and maximize staff time with states. Maybe a review of types of technical assistance received in the past, so states have time to review the list to see if they also need assistance with the same issues. I feel like there is an opportunity for better timing for new grantees as the same questions resurface at the same time during the grant year. Maybe have the TA providers come up with a schedule of expected times of need and frequents questions? Be proactive.

Using past SE grantees to provide mentorship. Providing templates and tools created by others as compliant for use by others. Tailoring training and TA to project milestones to get ready for next steps/phases in the project.

TA group has been a tremendous asset/partner in the administration of our CSP grant.



More collaboration time during the annual Project Director's conference. Continuing to build capacity among your staff to respond to questions. While Program Officers seem quick to respond to email, they are unable to provide guidance to the majority of our questions. While we are receiving guidance that we should err on the side of asking permission rather than forgiveness, without a clear timeline for a response from ED this process seems to result in project delays and is impacting our ability to support schools.

A lot of the TA is one-off. I don't feel like there is (or I'm not really familiar with) a repository of information that can be accessed to develop one's self (or one's staff's) competency with federal grants. For example, how to get up to speed with GEPA/EDGAR/etc., how to operationalize a grant, how to make changes, how to monitor a budget, when to engage a program officer, etc.

If this section was related to Department staff, I stand by my answers. If related to other providers like WestEd, that training and support early on in our grant was incredibly helpful.

The non-regulatory Guidance is almost 10 years old-that would be a good place to start.

None I can think of now.

We haven't received technical assistance.

More scenarios and sharing of best practices

Standardized dates for providing technical assistance. For Zoom sessions, less introductions and more breakout conversations with Dept point person. In person Project Directors Convening was awesome!

The Department did not provide any helpful support in implementation of the grant and only used ED/legal speak to communicate. Clarity and consistency were never evident. The only TA that was beneficial was provided by external providers.

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

[NAME]

MSG/WestEd

MSG & WestEd

WestED

[NAME]/[NAME], CSP Program Officer.

National Charter School Resource Center



WestEd

NCSRC

CSP conference team

WestEd

NCSRC

WestEd





## College Assistance Migrant Program

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

the website should not replace being able to speak with a real person.

Provide a recording of some of the workshops that have been done. I was only able to access an audible recording of a virtual workshop.

N/A

I think it is great, I appreciate the help and information. I don't think I can think of anything else.

It is confusing to navigate unless you happen to put in specific keywords.

Make the links or format more easy to connect

I don't use its website.

It would be helpful to have a "Return to Main Page" when you click on the Technical Resources and Sections listed in the blue box titled College Assistance Migrant Program. There is a horizontal blue box with Home, Program, Grantees & Applicants, etc., but it takes you to the basic oese.ed.gov website.

add videos and welcome messages. maybe a BOT

N/A

If possible, having a chat icon available to see if an answer to a question can be addressed immediately.

perhaps have a tab / place for grant directors / awardees where answers to common questions can be found?

There have been times when I have visited the website and it is incredibly slow to load while other sites do not take long to load. Also, in one of my recent visits, there were broken links in the site. Making sure that no broken links would be very helpful. It also seems that the department simply uploads presentations to the website to provide information, however creating some tools would be helpful with the same information that can help someone navigate through the information. It can be confusing which power point slide presentation will have the information we need.

None at the moment. Everything is accessible and easy to find.

I don't remember accessing the site in the last year



I would suggest to include the list/directory of most current CAMP grant recipients, this resource could help new and current grant recipients to know who to approach for additional assistance.

To be honest I do not use the site much because. I guess training on how to use the site would be of help to me.

more current information and easier to find content related to the programs

The website is functional and easy to use. Thank you for making it accessible to CAMP programs.

icons or picture examples

The majority of the resource materials are over 5 years old. It would be great to perhaps create an archive of all past ADM presentations. However, I do appreciate how simple the page is--not too complex and easy to navigate.

N/A

N/A

More visual appealing.

More research-based practices

I think that up-to-date information regarding GPRA performance on grants currently or previously funded was a good thing in the near past to make public and a good thing moving forward. Or at least having a means to request that information from OME.

I don't tend to access the website too often. However, when I have attempted, the information that is often referred to in webinars is not easily retrieved from the website. General information is okay. Visual of the website has improved, but could be more visually appealing. Additional content would be beneficial as well.

I am not a web designer, but the current page, needs a little more style, as it is now, it feels like a table of content leading into another table of content with a few downloadable pdfs. Maybe a few more images, for example the national HEP/CAMP association webpage visually feels more interesting, and easier to navigate.

I don't use it

I am not sure that I have ever been referred to look on the website for any information.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**



I have no suggestions on how to improve this.

N/A

The email are very long, I like to suggest to keep them short

None that I can think of.

adding links to important items.

N/A

As times are changing, it seems that the non-regulatory guidance could be updated to show new examples or information relevant to the situations we are dealing with in CAMP.

The emails that are sent out by OME are timely, relevant, and very informational.

none

If possible, a video tutorial on how to navigate these documents including EDGAR. New PI or project directors could find themselves overwhelmed when first opening these documents.

I am satisfied with the information that is provided and the clarity it brings to the program.

continuous updating, overall its good, I'm sure there are ways to improve its clarity.

No areas to improve here. There is a high quality of documents available to assist CAMP programs in identifying useful information.

n/a

The e-mails are incredibly lengthy- I wonder if a newsletter would be a more organized way to disseminate information

The emails are usually very organized and detailed. I appreciate the emails being introduced above and broken down.

N/A

N/A

Videos.

NA



I am aware that every CAMP Program operates differently, so I am not sure how I would mitigate the content that is not pertinent to my program/institution. I like receiving and learning new content, but not always relevant.

So far so good, the docs work well.

They tend to be long, but they are well organized

The information sent out is relatable and easy to follow.

**Q33. Please describe how we could improve the grant reporting process.**

I do not think that there is not anything that I would change in the reporting process.

It would be great to have OME do a scenario of a program creating their APR. For example, when it comes to some columns it would be great how a program goes into getting the data they need.

N/A

The reporting process is very simple and clear, the data and signatures required are obtainable

Give more time to complete the task

Sometimes the APR report can be challenging to figure out the built in checks on the budget portion.

enter information online rather than emailing it.

The report spreadsheet can be hard to work in under the goal and objectives section. If possible implement an electronic report.

The excel document used for annual reporting is difficult to work with especially in reporting updates on goals. Excel is not useful in text based reporting. The document itself is difficult to work with and does not allow for format editing to provide the most professional look in reporting updates on goals. The excel document is very useful in regard to budget information but not the goals set by the grant. Maybe the reporting of goals could be done in a word document to allow for better formatting and easier report completion. In addition, the excel document seems to be a tool that has been used for some time, when opening it, one must go through a series of pressing ok on pop windows on excel before being able to open the document to work on it.

I really appreciate the drop-in times and trainings where we are able to ask questions as we prepare our reports. This has been extremely helpful.

incorporate answers to questions from trainings into instructions



The reporting process is simple and easy to navigate when using. However, it is not user friendly submitting narrative responses on an excel sheet.

The reporting process is simple and practical.

I am satisfied with the grant reporting process.

The excel sheet sometimes is not the best way to report narratives or subjective data, it is for numerical data and budgets.

We appreciate the clarity of the APR forms and instructions. We also appreciate the help available for grant reporting.

Simple to Execute

The spreadsheet template could use some work, specifically the formatting in block D.

N/A

N/A

Recorded webinars.

I'd love to know how the data is used in the US DOE and what OME used the data for as part of the overall vision for the Office. If it is not used for the OESE area, then I would love to know how that data is communicated to the MEP side of the house, to encourage collaboration between MEP and HEPCAMP. I think they are so integral to one another, and it seems that this is a struggle for some states. The question is how to demonstrate very close collaboration between MEP and HEPCAMP? It seems common sense, but is not that common place.

Being more clear on what content/data needs to be addressed when revisions are requested, beyond the sheet and question. The Staff does an excellent job at addressing any follow-up concerns, this is greatly appreciated!

The excel format, feels a bit restrictive, especially where one needs to submit longer paragraphs.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

It would be great for monthly resources directors can access or consider for their programs.

N/A

None that I can think of.



develop an online curriculum for new directors where we have videos and power points explaining certain important items. micro credential.

Developing short webinars once a quarter to share best practices with each other and reviewing scenarios.

OME has done an excellent job at creating opportunities for CAMP directors to share ideas and learn from each other. However, OME does not directly provide input on how to run a program which allows CAMP grants to be creative and develop their own unique programming. Sometimes the guidelines on what we can do and cannot do can be a bit fuzzy but OME has been helpful in providing information to answer instances in which things are not quite clear.

We receive great training during the Annual Directors Meeting and the New Directors Training but I wonder if some of these presentations, i.e., recruitment can be posted on the website so we can use them as part of our on-boarding for new staff.

The Department staff host office hours and webinars that offer assistance prior to reporting, I recommend offering mid-reporting year virtual meetings on topics frequently questions asked by PI or Directors.

More frequently, maybe every two month will improve our program needs.

I believe they offer the opportunity for questions and share common errors to learned from. They do a great job.

More guidance on how exactly to use evidence based practices.

Not Applicable. Assistance is available and accessible.

n/a

I didn't get any support with materials or resources from the department.

N/A

N/A

N/A

Provide stipends to those who serve on the Board or as Stream reports, or as mentors.

More national experts rather than relying on peer-to-peer training

NA - continue being available and providing resources based on feedback.

I like the format of general information sharing and then breakout rooms. I am prone to have more meaningful experiences in webinars where I am broken into smaller groups to truly have dialogue. I



recommend separating into smaller groups, by institution type (4 years vs Community college) and/or region.

So far my experience with the staff has been excellent.

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

OME

[NAME]

Office of Migrant Education

## CUSTOM QUESTIONS

**CAMP - 2023 - Q67.6. What additional topics would you like discussed during CAMP meetings, webinars, or phone calls to help you implement a high-quality program?**

-How to keep our program services innovative in a rapidly changing educational setting

Program trends they are noticing in enrollment within various programs. It seems that once we speak with colleague they are going through tough times with enrollment, but hearing it from our grant sponsor can help us feel more understood.

N/A

Share information about other organizations and resources available for our students

None that I can think of.

How to navigate barriers at the IHE, how to develop successful relationships with IHE grants office staff, a toolkit for new directors, what to expect as a new(ish) director, pointing out the differences of CAMP programs at different IHEs so it's less confusing when things are done that same at another IHE, how to use the G5 and getting access to the financials data from the IHE

collaboration with local partners. connecting with k-12 personnel. increasing parental involvement.

Improving the connection and learning more about the National Farmworker Jobs Program (NFJP) services.

None at the moment.



mental health of students, partnerships, donor funding

Add a webinar between Migrant Education Regional Directors and CAMP Project Directors to assist in reinforcing the relationship between both program services.

I would like discussions about the basic of EDGAR and use of funds.

I am satisfied with the information that is provided.

Support and retention best practices for CAMP Persisters

APR Webinars and No Cost Extension and Closing out a Grant

Budget management tools and understanding of allowable services

Website resources need updating.

N/A

N/A

More information on community college programs.

Centralized strategies for WWC research out of CAMP Projects. How OME can support those efforts. What is the ideal for OME considering Evidence of Promise for CAMP?

I would like to learn from other CAMP Programs how they set up students for continued success beyond CAMP services in their first year. Other topics could include more general knowledge on: Personnel Management Workshop for CAMP Directors/Coordinators, Sharing of Best Practices on how often CAMP Programs Meet with community stakeholders, data tracking systems approved by OME.

Specific Apps, and technology other programs use, more mentorship possibilities.

**CAMP - 2023 - Q67.7. What could the CAMP team do to improve the content of technical assistance?**

It's been great so far for me.

N/A

They are doing a good job

Nothing I can think of.

Keep providing examples in the power points. They're really helpful. Thankfully, my Program Officer is awesome and quick to respond to my questions.





provide training labs.

Make sure to update it regularly and maintain relevant information.

Providing on-going webinars since we have staff turn-over from time to time.

Provide quarterly office hours.

None, they are awesome.

I believe they answer all questions and share common errors.

more frequency

NA

During ADM 1:1 welcome to all new and returning Directors and answer any questions they have

Website reviews/audits

I think they're doing a great job w/ regular communication via the listserv as well as their availability via Zoom.

N/A

N/A

More information about community college programs.

More national experts to provide research based information

It has been great. And our Program Officer has demonstrated a high degree of patience and adherence to policy to help us move forward.

Offer various tracks of training/workshops, those targeting relatively new Directors, and those that have more experience. Everyone will have the opportunity to attend all webinars, however, keep in mind the targeted audience. This would allow for more of a learning process vs an attendance check-off. Perhaps in the more experience workshop webinars, seasoned Directors can speak more on long-term projects that CAMP has propelled on their campuses, to support all students.

Maybe a few more surveys, shorter questionnaires sprinkled through out the year, a bit more focused.

More training if possible and refreshers.

**CAMP - 2023 - Q67.8. What could the CAMP team do to improve the structure or format of technical assistance?**



It has been great for me.

N/A

Nothing I can think of.

on demand videos. links.

ADM is helpful and the structure is effective.

webinars and virtual meetings are great.

Make a toolkit available for Project Directors where they can access sample of forms, these forms could be shared by experienced Project Directors or Mentors from the Mentor and Mentee Initiative.

None

N/A

Continue providing remote options to connect with programs throughout the country

examples of situations

I think we need to include opportunities for cross-training MEP/CAMP staff. Perhaps having MEP and HEP/CAMP ADM overlap by a day or two so that we can use that time for all programs to really know what each other offers and the requirements for each.

N/A

N/A

Smaller sub sets of groups to connect and collaborate.

NA

Have a recurring set time/date. Either quarterly, or bi-annual, for planning purposes.

A tutorial video channel on the webpage, or youtube channel might help.

I think the team is doing great with the staff turnover. Their response time is timely and always plenty of explanation.

**CAMP - 2023 - Q67.9. Please share any comments on how the CAMP 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.**

By explaining grand guidelines and nonregulatory guidance



Please take a closer look at funding additional programs that are already being served by a CAMP without determining that there are sufficient numbers of students to serve. Funding too many projects in the same geographical area hinders a project's ability to serve the funded number of participants and impacts overall program effectiveness in meeting GPRA targets.

It would be great to have a one-stop website for project directors to go through an onboarding of the background of how these grants come to be, reporting timeline, and the different ways our data is used.

N/A

Provision of prior experience points shared to the project director

state and regional presence providing in person meetings at the state or regional level.

Continued communication with directors and opportunities to chat with program officer at in person events such as ADM and HEP/CAMP Conference.

I find that you have all been very helpful. Every time I need to connect with my program officer, she is very responsive and knowledgeable. Perhaps incorporating quarterly check-ins with us would be helpful to address some questions we may have.

The team is great and very helpful. Thank you

My program officer answers my emails/questions pretty quickly. Please continue to be available.

Overall good job. Continue to think of engaging ways to decimate information.

Services are outstanding. Would like to see the team attend HEP CAMP Conferences to present to programs and engage with program staff.

n/a

Continued support from program officer

If possible, would love to see the ADM moved back to winter instead of summer.

N/A

N/A

Listening and talking sessions in DC with other Directors.

NA

More regular webinars.

Maybe a webpage with FAQ, and video tutorials that might quickly answer a smaller set of issues and questions director encounter especially during the first few years of the new program.



**CAMP - 2023 - Q67.10. Are there any other federal programs providing you technical assistance in form and/or content the HEP/CAMP team should consider as a model?**

TRIO

N/A

No

TRIO

None

No

None at the moment.

none

No.

No

N/A

n/a

N/A

N/A

N/A

?

NA

No comment.



## Comprehensive Literacy State Development

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

Easy navigation

n/a

I think the website is well-designed and the resources are available. I don't have any suggested improvements at this time.

More user friendly. Have been receiving multiple errors when utilizing lately. Also, more up to date information in regards to the future of the grant or any activities surrounding it.

Maintain up-to-date information, make searchable

I've struggled with the search function on the site in the past. It doesn't always work well.

I have not ever used the OESE.ED.gov website to support my CLSD work.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

n/a

Documents are clear.

Documents are clear and concise when asking for things, they are great outlines and easy to follow.

Documents are formatted in a dated way, reporting requirements are not efficient

The regular Literacy email blasts provide very good information; however, the email itself is not visually appealing.

The wording of this question is unclear whose communication and documents you are referring to. If you are referring to SEI, the TA provider, they are excellent. If you are referring to the program staff at the US Department of Education, the only communication I have ever received from them was guidance around reporting requirements. I have never received any other communication, newsletters, blast emails, etc. directly from the USDE program staff.



**Q33. Please describe how we could improve the grant reporting process.**

The pandemic gave opportunity to reflect on data use and sometimes the variability is a gap.

n/a

Provide a Project Directors toolkit that can be accessed with all guidance and tools on the KMS.  
Providing an explanation of how GPRA data is used at the department level and how we could better use it to improve our program.

The grant reporting process is fairly seamless. We don't get our state data in time for the May report but that has been handled by the ad hoc report and it isn't a problem.

We are asked to provide an annual performance report in May. The school year isn't complete and there is no way to provide data on said year.

Updating the budget and reporting forms. They are extremely outdated and difficult to follow/use.

Ease of obtaining is more departmental issue with local data not being readily available. But the time allotted allows for time to get data.

Totally unclear how data is used, measures are not really related to project

We are in the 2020 Cohort, who have a 5th GPRA measure around percentage of use of evidence-based practices by subgrantees. This is a poorly worded and vague measure that is incredibly difficult to quantify or even understand what information would be helpful for them to have.

Thank you for the Excel calculator form! The annual report does not seem to align with a year end. The May requirement for progress goals is too early to have complete data for the year. That collection could be moved to the update 4 instead of 2. Perhaps I'm just not understanding the use of the data and that cadence of collection and it could simply be an explanation of the why behind the timeline.

At the start of the grant the guidance on crafting project specific measures was not clear and I was given different answers from two staff members. I would have liked to see examples and have more individual guidance on the process. I was also unclear on the purpose and use of the project specific measures. More clarity would have helped me craft more meaningful, usable measures.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

Similar needs with similar contexts to share and learn is very helpful among entities

n/a



More opportunities and time for peer to peer interactions (i.e. designate specific topics and allow for preregistration for small groups to meet and have deeper conversations.)

A good bit of the technical assistance is I believe provided by Synergy but. the Department Staff are extremely helpful and open to questions and providing guidance, they also make sure we have regular opportunities to talk.

At this point in time we have not really utilized the TA, but when we have had questions and meetings, they have all been great and eager to assist.

Some staff (like [NAME]) are extremely helpful, positive, and knowledgeable. Others are never around, not engaged, answer questions in a circle.

The resource center in the KMS system is stuffed to the brim with incredibly valuable resources and information but is a bear to navigate. It is very difficult to find resources or information that others have shared there. The National Convening was very helpful in strengthening our program. Other than that, we do not receive any direct support or TA from department staff. We do receive TA support from SEI Services, who are wonderful, but I don't think that's who you were asking about.

The technical assistance support has been great. I have learned so much from them and from other states through the intentional sharing opportunities they have led. I have enjoyed the meetings both in-person and online.

I have been unclear on the role of the support person who asks us to create goals for the year (Sorry I do not know the title). My person is wonderful and always helps me find answers to questions I have. However, I am never sure what type of goals to create because I still don't understand their role. I am sometimes unsure who in the support team is responsible for what area of support.

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

SEI Services

CC Regionn18 and ReL pacific

Region 15 Comprehensive Center

AIR

I am not sure,I there there were more then one of them at the national convening and all were helpful.

American Institutes of Research

AIR

West Ed



AIR

## CUSTOM QUESTIONS

**CLSD - 2023 - Q48.10. The most important thing I want ED to know about my experience with CLSD is:**

CLSD is so aligned with our priorities.

We are very proud of the work going on in our state due to the CLSD Grant, and are actively seeking opportunities to continue the work beyond the grant timeline, including additional funding opportunities, should they arise.

Our sub grantees are energized and grateful for the funding opportunities that the CLSD grant provides to improve literacy outcomes for their students.

I think in a previous question I referred to our tech assist providers as synergy but maybe it is AIR. [NAME] is our support liaison and she is absolutely lovely. Her and [NAME] are a dream team as far as clear, compassionate guidance.

I think this is an important program. While I am frustrated about the APR reporting window, I understand that it is beyond the program office's control. I want to be able to adequately and fairly report the great things happening in my state.

Being new in this position and coming from working on other federal grants (CDC and ASPR), it is refreshing to have individuals answer and be enthusiastic about helping. Receiving feedback is always nice as well especially when submitting reports.

Technical assistance provided by the SEIS team is exceptional. I have learned so much from them.

This has been a wonderful experience for our state and we are grateful for the support. It was so wonderful to be back in person this year and I so appreciate the opportunity for networking.

The 15/40/40 funding formula and 5% admin limit continues to be incredibly arduous and prohibitive for both us as the SEA and our LEA partners. Managing a scope of work this huge with only 5% admin does not allow adequate high quality staffing support with fair and livable wages. This leads to burnout and turnover of staff, causing disruptions to implementation and progress of our projects.

We have had 4 different program officers at the US Department of Ed over the course of our Striving Readers/Comprehensive Literacy Grant in the last 6 years. While required reporting asks have remained fairly consistent, the response to the reports has felt all over the place. The level of importance of this information has fluctuated with deeper scrutiny from some than others so that at times, just submitting the report felt like meeting the requirements and at others we received feedback as to whether or not our report has been "approved". Occasionally there has been an ask for additional explanation of a detail which has felt surprising. I think I'm not sure what would earn a not approved. It might be helpful to hear what the approval process involves and how the reports are used. Thanks!





I have had a wonderful experience working with all the CLSD staff members. They are always available to answer questions and help connect me with others. I appreciate the support, learning opportunities and the ability to increase literacy in my state with this grant. I also appreciate the positive manner the staff uses to connect to the state project directors. Thanks!



## Demonstration Grants for Indian Children/Special Projects for Indian Children

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

Talking Circles posted were out-of-date for a very long time and I could not find information regarding the next sessions.

Centralize information and resources, i.e. youtube webinars, access to different resources.

Under the area, "Types of Projects" perhaps there could be links to past grantees and their project proposals or their websites showing project implementation activities and results. This would be helpful for new grantees so they can see what has already been done with grant funds, and learn about the projects. There are so many grantees at the talking circles that it sometimes is difficult to hear from everyone, and not everyone likes to speak in public. Having these kinds of links on the NYCP/ACE page would be helpful. Perhaps a link to the OIE's YouTube page which has the videos of the talking circles, and the APR webinars, etc. would be helpful. No where on the webpage does it say anything about OIE's YouTube page. To be fair, on the right hand side in the blue box it does say Technical Assistance Resources, and when clicking that link, it does take you to a page with different topics that link the Searcher to various YouTube videos, and I guess, by clicking on one of those videos you'll eventually end up at the YouTube site. I use the YouTube site all the time to double check my APR work.

no suggestions

Make webinars and powerpoints relevant to the funding stream available under that area. It is difficult to find things at times. Example: forms.

s

Backup assistance from the TA is invaluable to the help we received from our Project Specialist

Navigation is a bit cumbersome.

I don't use it much. When I have used it, it does take some time to figure out, so it could be made to be a little more user friendly.

N/A

It is good the way it is.

I will let my technical services lady know once I can think of an answer for you. Thank you

G-5 is a bit cumbersome and the passwords updates can be time consuming and cumbersome.

It's always difficult to find the forms necessary for reports.



No specific feedback at this time.

Clarity on grants and program years.

I think it's user friendly.

I've never used the website

Test website with new users unfamiliar with the information.

Keep grant resources (Talking Circle information, etc.) current within the site.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

Dates of mandatory sessions further in advance

Add such documents, guidance, newsletters to the website.

There isn't much more that can be added to the communication from OIE. I really appreciate when there are links to the regulations, or to videos that explain things. I would hope that OIE also checks with the other US Dept. of ED offices when scheduling blast out emails and conference notices so there aren't competing conferences or information, which has happened in the past between OIE and OCTAE during last year's annual director's meeting. So, if I could make any recommendation, it would be making sure that information doesn't clash with other information, dates, etc. put out from other offices at ED.

no suggestions

Bullet pointed executive summaries work best for a busy Project Director

The project planner is an excellent tool to help with planning and managing grant projects.

When a document is shared and titled "optional" it really is not optional. Which I totally understand. It is just a little confusing. That said, once the shared documents are followed up by with training, I find them to be amazingly useful and helpful. The word "optional" is just a little confusing and could be more clear.

N/A

All documents are clear.

None at this time.



N/A

Reporting requirements and the volume of related support materials (webinars and training, samples, written reporting requirements, grant award requirements, etc) can be overwhelming and consequently confusing. Especially for a new grantee or new grant manager. It would be great if this information could be simplified into a single, step-by-step approach to completing required data collection and reporting.

Consistency in the documents is so important. I am now familiar with the documents, when I was new, they were not as clear.

I don't think I've received a newsletter.

The slides, PDF's, and spreadsheets have been a tremendous help! The APR webinar was also spot on!

**Q33. Please describe how we could improve the grant reporting process.**

With each year of a demonstration grant, there are always numerous issues with submitting data/reporting in G5.

Provide one-to-one sign up for individual grantees to review progress of report writing and opportunity to address questions.

This is going to be hard to give constructive or positive feedback as the reporting format is beyond Dept. of ED's control. Section A is awful on G5. It is frustrating to use, and I wish we could just upload documents like we do for Section B and C. We see little to NO value in Section A as a reporting mechanism that will inform our grant implementation, and gathering the data in this format feels like a waste of our time since we don't use it for any purpose other than reporting it to ED OIE and have no idea how it is actually used.

With Section A, it is always difficult to remember the difference in reporting between GPRA and PROJ measures, when to use target or actual ratio or both, when to put the number over 1, or when to mark that all data is complete or not and use 999.

There are portions of our program that detail graduation related items, and it wasn't until year 4 that we'd have students who went through all four years of high school with our program for us to state that our program had an impact or made any difference to the graduation rate, etc.

Also, reporting the graduation rate means very little, as we can graduate students without an issue, but they aren't prepared to enter post-secondary school as evidenced by the number that don't return for their second year. None of the reporting speaks to that. Additionally, students come and go in the program. We've had students who took part in year 1 pre-Covid, didn't take part in years 2 and 3 during Covid, and came back in year 4. Their inconsistent participation skews numbers and when measuring growth compared to other fully participating students it made our percentages look awkward when we were calculating the percentage completed in the program.

The quantitative aspect of the Section A reports truly provides very little in the way of real understanding of what was achieved and with so little space to provide a narrative in Section A, we end up using



Section C more than anything else; thus, why have Section A? The narrative explaining what was achieved is so much more informative as to the success of the program.

The G5 website itself is clunky, and that's being kind. I've lost information because I wasn't saving often enough, and had to really scale back the narrative in Section A because it wouldn't save.

Of all the various reporting forms that have been requested, by far the best are the Optional Budget Report with areas for revision and carryover plans, and the Optional Section C form specific to the program. Compiling information for these two reports is time well spent and actually useful to us as implementers of the grant and our advisory committees. The Parent Advisory Committees can understand both the Optional Budget Report and the Optional Section C report while the Section A charts with GPRA and PROJ information means very little, particularly when there are nothing but 999 since these reports are in the middle of the grant year.

I feel bad for complaining about G5 since that's beyond OIE's control, and I understand that Congress dictates what needs to be reported, and honestly though, Section A is just the worst part of the report - especially when it gets sent back because we were one word off on writing out the GPRA measure, or it was on top of the box instead of inside the box - that was annoying because of how pedantic it comes off as, because really...all the info is there.

Training when the grant is awarded.

no suggestions

Slow down on webinars especially the Section A. Objective reporting area.

Upgrade or replace G5

G5 is not user friendly at all. Exploring where and how to upload is difficult.

I think I understand the process for the most part. The way G5 is set up is a little confusing sometimes.

NA

The TA center is very helpful and specific on what needs to be done.

Its a complicated process. The team does a good job answering questions so I can get it completed. I don't care for the website. I have to "play around" to find different submit buttons.

Perhaps adding more local measures. More local cultural measures that indicate success.

see reporting comments made in previous section of this survey

G5 has its quirks, it would be easier if the platform was not so quirky. I use the word document to gather all data and then copy and paste it into G5. It would be nice to submit the word document electronically.

The G5 process was a little frustrating.



The challenges were mostly on the school district side. However, G5 feels unnecessarily difficult

Need to show how to submit reports on the G5 website.

I am hopeful that the upgrade to the G6 system will improve the APR process

G5 never looks/works as it's described within the TA sessions by the department staff or presented within the department "how to" resources. It may be helpful for a department staff to view the components and steps with a grantee within the system before finalizing those documents and presenting the steps within the TA sessions. I've run into this issue every report and year across multiple demonstration grants.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

Respond to requests for assistance and questions (emails)

I don't know about better meeting my needs as we are coming to the end of our grant.

I can tell you when we got the grant back in 2018 the program officer at that time [NAME] and her immediate replacement [NAME] were not helpful and kept insisting that we put the contract with our County Office of Education out to bid. How that makes any sense at all I don't even know, and they never even mentioned that we could do sole source contracting documentation. There is only ONE County Office of Education for us to work with. Like we're going to work with other COE's in our state with schools our kids don't go to? How does that make sense? This back and forth with those two persons delayed the start of our project until March 2019 when we finally got new people and [NAME] took over, as they insisted we could not move forward with our project until that contracting issue was straightened out.

SO, if I could make a recommendation, TA should cover those things that cause snags and snafus with the beginning of grant implementation, especially for NEW grantees. I am the second Program Director that took over in March 2019 from the first program director that was getting the run around from [NAME] and [NAME]. He was inexperienced with single source contracts. I was not, and came in, took over, and got this running - however, that was SIX MONTHS of delays which caused our next six months to feel like my hair was on fire, and it caused a great deal of stress to try and meet all the goals for year 1. Me and my staff, and contractors did it, but we were burnt out and started year 2 in an energy slump that only got worse when Covid-19 hit.

If I could make another suggestion, hand out grant tracking spreadsheets (the ones that [NAME] designed) within the first week of the grant, and then schedule meetings with grantees to lock down their project measures, and understanding of the GPRA measures so they are starting on day 1 with a full understanding of the data they need to collect and the format it will be reported in (that icky Section A). Translating what the grant writer wrote into actual reporting is sometimes difficult as tracking mechanisms for certain things may not exist at all schools. That was the problem we encountered when one school district did things one way and another school district did things a different way - putting their numbers together was awkward.

Offer a financial management training TA that shows grantees how to track expenditures, encumbrances, etc. I've been doing this for 25+ years and it's old hat to me, but when I tried to show my staff and another NYCP grantee how to track expenditures using an Excel spreadsheet and what kind of info to track, they



were overwhelmed with the amount of information that must be consolidated down to report on Section B. Understanding what falls into each budget category area you'd think would be simple, but it isn't - like internet subscriptions for things like CANVA...where does that go? Does that fall under Other or Contractual Services or Supplies - oh the debate on this one was interesting. What about the cost of registration for training conferences? Does that go in Travel or Other or Contractual? So, discussing the minutiae of things like that are actually important. Otherwise consistently coding over multiple grant years can be difficult.

no suggestions

Respond in a timely manner especially during APR time.

Our TA for ACE is wonderful. There knowledgeable and approachable.

I have no feedback here.

NA

The webinars are helpful and always interactive

The padlet is helpful, the monthly phone calls are nice, and the open communication is the best part.

Identifying more Options for continued funding

The NYCP Talking Circles, the Annual Project Director's meeting are extremely helpful in meeting our program and fiscal needs. I love that [NAME], our Program Officer is at all the trainings and webinars. Before Covid-19 we had an in-person Project Director's meeting that was extremely helpful in terms of networking. It would be great to have an in-person meeting every two years if possible for the networking benefits.

So far, I like format of the training videos.

Best TA team Ever! This group is just AMAZING and I appreciate them so very much!

Project director meetings need to move back to in-person. Virtual meetings, while convenient do not allow for true collaboration or a satisfying PD experience.

Assistance has been provided as needed/requested. This just hasn't been a big TA focus for us.

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

OIE TA Team

[NAME]



OIA TA Team

APR clarification.

IDK the OIE

G5

Synergy Enterprises, Inc.

SEI Services

[NAME] and others

g5

OIE

OIE services

[NAME] and [NAME] (?) sorry if I spelled her name wrong.

[NAME]

[NAME]

OIE TA Team / Synergy Enterprises, Inc

[NAME], [NAME], and staff

[NAME]

CFI

Synergy

Brainstorming regarding activities (related to financial restructuring)

**Q46. Which of the following best describes your job role? (Other, please specify)**

TEA Executive Director





Education Project Director

Program manager

Tribal Education Director

## CUSTOM QUESTIONS

### **DGIC - 2023 - Q59.9. What recommendations would you like to make to the OIE Discretionary program staff to assist you in administering your grant more effectively?**

Wow, I don't know at this point. I've covered all my most pressing issues. [NAME] and the "[NAME]" are fantastic and are always super helpful. I have more issues with forms and reports that I do with people at OIE.

Need more support on reporting when we don't have the data.

no suggestions

Be consistent on the APR Section A.

Maybe a little more guidance on using the provided documents. For example, the budget sheet was shared and I had to kind of struggle through it to figure out how to use it. A little more coaching would have been helpful.

na

I can't think of anything.

None at this time.

More options for continued funding. We have made great progress to assist our native students here in [LOCATION] where graduation rates are up over the last ten years with support from the US Dept of Education. Our students now have a better chance at taking care of themselves and their families, knowing who they are, and having a meaningful career because their education success has improved.

Allowing project management staff who can not attend the annual grantee meeting in person, to attend the entire meeting virtually.

It would be wonderful if the grants could have continuation beyond the NCE year. Our project is so known and loved by our Community. Our sustainability plan will not be nearly as well funded, however we will be able to sustain many parts of the project.

More assistance in developing partnerships in a timely manner to create a larger variety of services.



A step-by-step tutorial on acquiring Service Providers for those that step into the program manager role. Especially for those that come in with four months left in the program year with priority is to keep the program rolling to expend the fund and no crucial steps will be overlooked.

I would like to have access to the forms used for my grant.

I miss not getting to spend time with them in person.

The project officer has been a huge help.



## Doctoral Dissertation Research Abroad (DDRA)

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

Join the 21st century! The interface and navigation reminds of the late 1990s. It is an embarrassment. I do not need a website that is all pictures and no content, but I expect up-to-date information, and a site map. To be fair, I see that there have been updates this calendar year; however, there has oft been a lag of a couple of years in data regarding previous competitions. The most recent annual report on the main IFLE site dates to FY2017. G5.gov is even worse!

More visuals, narratives, and items to draw in prospective applicants.

Redo the whole site. It makes no sense and is difficult to find information.

Include more graphics and visualizations.

Revisions to Navigation at the top of the page/where content lives on the site. For example, for the DDRA award, Eligibility vs. Applicant Info, and Awards vs. Funding Status. The titles are not always clear and it takes several clicks to find the information we are looking for. Some of the pages are text heavy and difficult to digest.

Quicker updates, more information and in easier-to-find locations

It could be more comprehensive and user-friendly. In comparison, the IIE Fulbright site has a lot of helpful information, guidelines, and tips. I understand they are different programs and the Fulbright-Hays is a different scale, but perhaps a little more robust and user-friendly information. Right now, there is heavy reliance on referring back to the Federal Register. While I understand that this is the legal document, it's not the most helpful for clearly laying out all the details and guidelines.

It seems like the information is surface material/very basic. I came to this with no prior knowledge and it was hard to figure out how to do things.

Expand the FAQ section to include a number of common inquiries that appear, among other things, in the training sessions for applicants and awardees.

Include other resources, such as the Orientation Handbook on the website for ease of access.

I really don't have occasion to consult the website. I only check Federal Register for date of relevant programs. Administrative staff may have more direct experience with the website.

The IIE website for the Fulbright awards sponsored by the US Department of State is so user-friendly. if the information for the Fulbright-Hays was structured in a similar way, it would be more navigable, especially for students who are simultaneously applying for both awards.



**Q33. Please describe how we could improve the grant reporting process.**

We have not gone through this process yet.

IRIS is pretty old and need an update. References have trouble finding the links and logging in. Project directors could use more access to the entire site/process.

It would be helpful for Program Directors to be able to access a student/fellow view in the IRIS system so that we can provide better support to them when completing the reporting process, both pre- and post-fellowship.

Better explanation of what is needed and how it is used

Since I have been a project manager for a while I'm used to the information and where to find details now. But, I know for the applicants it can still be a challenge to find the information they need.

The IRIS website is very outdated (it has hardly changed in the 15 years since I used it as a student grantee), and often doesn't work properly. My ED contact never received an extension request I submitted via IRIS, for example, and it caused a lot of delay and headache for my fellow. Figuring out how to correctly report things and see what fellows and instructors have inputted in the reports is challenging.

## **CUSTOM QUESTIONS**

**DDRAF - 2023 - Q20.4. What can Doctoral Dissertation Research Abroad Fellowships do to improve communication with you?**

More taped webinars; quarterly communications about potential deadlines, funding levels.

Unrelated: a language award that does not allow diacriticals/accents in application materials?  
Ridiculous! Letters of reference cannot arrive from non-US servers?

Might be useful to have some sessions for only project directors to ask questions and share common issues/troubleshoot.

The deadline of the DDRA was changed and we didn't receive a communication for over a week letting us know this, while we and our students were working on the materials. This is an example of an area to improve. Further, communications from [NAME] are often difficult to understand. I'm not sure what can be done there.

It will be extremely helpful if the DDRA results are announced in June or July

More advance notice of scheduled technical webinars and Q&As. At least 2 weeks is ideal.

The current program administrators are quite responsive and timely in their communications.



I often send a question and receive a response that is unrelated, which is frustrating. I wish answer clearly responded to what I actually asked.

**DDRAF - 2023 - Q20.5e. What is your preferred way to communicate regularly with your program specialist?**

All of the above except telephone.



## Education for Homeless Children and Youth Program

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

Get rid of links to pages that no longer exist or are no longer relevant.  
More user-friendly - the search bar does not produce results more often than not.

Messaging what is available on the website. I don't use it because I don't know what is there.

Specifics are difficult to locate- perhaps if category by subject (?) as my interest is McKinney-Vento/Homeless and difficult to cull through all other options

No comment

Make it more appealing to user.

It is difficult to find the information I'm seeking, and visually the content is too dense to sort/read.

NA

Difficult to find resources and the search feature does not seem to find what I am looking for.

I don't use this website.

N/A to offer. Maybe consider more communications about it so that the site is visited more frequently.

Finding guidance and material is not easy.

It would be helpful to have more documented in writing, especially FAQ from other states.

The Department website is overwhelming and not user-friendly. While the resources are helpful, it is difficult navigating to and locating specific information. The website would benefit from more intuitive features.

Make it a bit easier for stakeholders to locate subject matter/topics on the website.

an excellent website - no suggestion

It is actually a lot better than it used to be. Not a fan of the resource page - very slim but does have a link to NCHE and other resources. This site is helpful when I need to "prove" something (have something straight from USDE) or need to work on budgeting for the upcoming year but isn't necessarily helpful otherwise. I seldom even use it honestly for that reason.

the NCHE website is exceptional



The Department/Education for Homeless Children and Youths (EHCY) program website is fabulous! Thank you!!

The website is not visually appealing and it is not easy to find the information I am searching for. I usually end up going to other websites to find what I need

Provide more substantive guidance to help answer real questions. The information available is minimal and vague. It is not helpful to the field.

I'm not sure that anything needs to improve. A strength of this program is the coordination, and collaboration that occurs between US ED EHCY and the NCHE. The documents that are provided by NCHE are fantastic and the info provided on US ED EHCY aligns. Don't duplicate efforts.

Layout is good and easy to navigate.

This page is super helpful for me when I need the MV technical stuff, or when I need to share information with administration/administrators, however, not too helpful otherwise for folks like homeless liaisons. You have to go to other sites (ex NCHE or SHC) to get down and dirty information.

The resource page is pretty slim...you all can do way better than that!

FAQ link doesn't work.

Some of ED's links at the bottom do not work.

Honestly, as a new state coordinator, I wish I would have used this website more. I was able to get better acquainted with it when I attended our state meeting in March.

n/a

The website would benefit from a more user-friendly approach that integrates an intuitive platform design.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

update the non-regulatory guidance.  
Make sure content in emails, newsletters are relevant when sending out communication.

What is provided is clear and understandable. But what is provided is not matching the needs.

First I suggest have it easier to locate the individual programs- I always end up searching homeless to get to my particular program area.  
And ensure links work ! (FAQ does not <https://www2.ed.gov/programs/homeless/resources.html> )

No comment



n/a

Break down the information with just facts.

All documents are excellent

While there are always unique situations that arise on a regular basis, the department always provides quality feedback and guidance to the questions posed to them. Overall, I am very satisfied with the services and support that are provided by [NAME].

Organization on the site could be more user friendly

The documents are easy to understand, but sometimes lack the specificity we need to inform our program design.

I think it would be helpful to have a more comprehensive FAQ especially related to scenarios - one that a user can search through.

Would like to see updated non-regulatory guidance reflective of the impact of the COVID-19 pandemic and ARP-Homeless funding.

the resources are exceptional and complete - no suggestions

Blast emails are sometimes extremely lengthy and maybe could be organized/written in a manner that highlights the MOST urgent need or request at the time.

Just keep it the way it is. It's better than it used to be. Let ED keep the website 'just facts' with links to other resources for a deeper understanding.

The topic specific reference works for both seasoned and new personnel

In my opinion the quality and usefulness of the Education for Homeless Children and Youths (EHCY) program documents are set up and working well.

The EHCY Non-Reg guidance is helpful. The ARP-HCY FAQ is not helpful. We need more specific information in writing to share with LEAs.

It would be helpful to have more tips on how to implement the different elements of EHCY. This is probably more NCHE, but continue to draw the lines from the policy to practice and show how different folks are doing things. I think we don't always realize where the flexibilities lie.

Sometimes the legal language is confusing. It would be nice if was stated simply sometimes. -> Funds appropriated under the ARP-HCY program will be available until September 30, 2024. The deadline for drawdown of obligated funds is 120 days later, or January 31, 2025.

Example that is crazy to figure out for normal people:  
Funds appropriated under section 2001 of the ARP are available through September 30, 2023.





Under section 421(b) of the General Education Provisions Act, funds not obligated and expended prior to the beginning of the fiscal year following the fiscal year for which funds were appropriated remain available for obligation and expenditure for an additional year.

Accordingly, funds appropriated under the ARP-HCY program will be available until September 30, 2024. The deadline for drawdown of obligated funds is 120 days later, or January 31, 2025 (see 2 C.F.R. § 200.344(b)). This applies to both awards of funds under the ARP-HCY program (i.e., ARP Homeless I, awarded in April 2021, and ARP Homeless II, awarded in July 2021).

I would like more information for rural districts/communities supports.

As there are so many documents, emails, newsletters, in general, it would be helpful to perhaps send an email with the document in question in the subject line for easy recognition and retrieval. Less is more in terms of wordiness. Otherwise no specific notes.

Sometimes we request items be produced, but instead we are directed to previously published questions and answers that I cannot locate. I wish these were turned into formal briefs.

**Q33. Please describe how we could improve the grant reporting process.**

It feels like reports are asking for the same information, but in 10 different ways.

Previously, we reported on 0-2 and 3-5 for CSPR. This year also required to report ARP-HCY I and II data and the required information needed was not clear and we contacted help desk several times.

No comment

n/a

NA

N/a

The verification window would benefit from increased time.

send new RFPs to State Coordinators

The NCHE state workbook that compiles the data could be would be more beneficial if it was more user friendly ( headings more clearly defined for new staff members who don't know all the acronyms etc...and organized differently)

The new way of reporting data for the CSPR seems like it will alleviate some of the frustration we've experienced. No more going back and forth for months - thank you.

Sometimes there is a disconnect between me and the EdFacts staff, but that is an internal issue rather than an external issue. Perhaps making is super clear that the ECHY state coordinator needs to be a part of the CSPR reporting process.



More collaboration and information at meetings

The grant reporting process is set up well and availability of support is helpful.

I have no idea how the data is used

I have not yet been involved with reporting.

Documenting and capturing counts for those that are birth to five is problematic since not all have formal school enrollments.

It would be nice if program managers can have their own log in to access the CSPR.

It can really be more about an internal process, but making sure that the MV State Coordinator is actually involved in the process. I have to remind my EDFacts coordinator every year that I need to be involved or they would do it completely on their own without any of my input.

I like for them to share the report with me when it is submitted, but the EDFacts coordinator doesn't naturally do that without me requesting the info. Is there a way that State Coordinators can get that report on their own? It's so important for program planning.

My knowledge of this information is usually handled by a different department. There were laws enacted in my state prior to my arrival that aligned with data requirements that were not communicated to me--it was stressful with regards to the disconnect.

It works for me. My responses are reflective of the fact that others do the reporting and submission on the program's behalf so I cannot comment specifically.

We would appreciate more time to investigate data questions.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

Be consistent when responding to emails.  
Provide positive feedback instead of always negative or concerning feedback.

The movement / topics of the website made it difficult to locate what I needed

No comment

n/a

NA



I do not use US ED staff for TA. I use NCHE for that.

N/A

State coordinators would benefit from a direct line to call in urgent situations rather than waiting through the traditional helpline number.

become more familiar with individual state policies

I really don't hear too much from ED's staff. I don't go to them for technical assistance. I go to [LOCATION]...I think that is what we are supposed to do.

[NAME] are super fabulous, though! I appreciate their quick responses, knowledge and ability to just be 'human' when we do call needing guidance in sticky situations. It is clear that they are there to support us. I don't really know the other staff very well. One thing that is difficult to be patient with is how long it can take sometimes to get an answer back that has to be cleared by attorneys. Sometimes I even forget I asked a question because it can take months to get a carefully worded answer. It is just easier to go through [LOCATION], or other state coordinators.

More training for new staff

The technical assistance provide exceeded expectations and has helped me in developing more meaningful and impact technical assistance to my local communities and LEAs.

The level of technical assistance provided by Department staff goes above and beyond!

Ed attends all the conferences and has presented sessions during conferences. They have offered support when we meet in-person or are on a webinar, but it would be nice to see them host additional events; webinars, offer office hours, etc.

Keep doing what you are doing :) I love the collaboration and accessibility of the program officers.

I am unsure of when I would seek TA from Dept of Ed vs. NCHE. I always use NCHE (they are wonderful).

I've worked primarily [NAME] and they are amazing!!!

One thing that can be challenging when seeking assistance/guidance from ED is that responses have to run a legal course sometimes that can result in a delayed response.

Another thing that can be challenging is that it can be difficult to understand some of the guidance provided - just make it clearer for normal people to understand.

I really needed help with onboarding and expectations. Some of the issue was at my state level, but I definitely got involved once I was connected with someone in OESE. I now have regular check-ins and provide updates with OESE staff.

It has become increasingly more difficult to reach staff or obtain answers in writing.



**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

TIPD - N&D; EHCY

National Center for Homeless Education

National Center for Homeless Education

[NAME]

National Center for Homeless Education (NCHE)

NCHE-

NCHE

NCHE

NCHE

NCHE

NCHE

NCHE

National Center for Homeless Education

NCHE

National Center for Homeless Education

SERVE

SERV

SERVE

Comprehensive Learning Center

NCHE

NCHE

Email technical assistance

[NAME], [NAME]



NCHE

NDTAC and NCHE

NCHE

The NCHE staff have provided technical assistance in interpreting data summary and navigating the website.

Neglected or Delinquent Education Technical Assistance Center

**Q46. Which of the following best describes your job role? (Other, please specify)**

McKinney Vento State Coordinator

Homeless Education State Coordinator

State Coordinator

State Coordinator

State Coordinator McKinney-Vento Act



## Education Innovation and Research Programs

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

Make it more user friendly. And update it and keep it updated much more frequently.

It's not always easy to search and key words often lead to other areas. Look of the website is very utilitarian

You could provide information about upcoming NIAs and what programs will be available each year ahead of time. Most agencies give at least 3 months between the release of the NIA and the due date, and ED provides at best 2 months.

None

I have not had much use for the website in the past year. In my few experiences over the 3 years I've been involved with an EIR grant, I have noticed that most critical information is provided directly from program officers or via TA providers (e.g., AnLar/Brightspace).  
One suggestion: During the APR-writing season, I sought a phone number for our assigned program officer. I was unable to find a directory on the website and the general phone number listed did not work. A directory with current program officer information would be helpful.

NA

One thing that would be nice is if you make the link more accessible.

it will be useful to post RFP on a timely manner. We have not found yet the posting for this year

To be honest, I haven't visited it yet (new grantee).

It needs to be more intuitive for the user.

It looks like every other department. More resources would be helpful.

There's some odd redundancies that show up in results. Sometimes you can't tell if you're looking at an archive of old programs.

Make resources generated for current grantees more readily apparent. I'm often only able to find archived webinar recordings by using the emailed link.

It would be nice to have links to videos/walk throughs of APR report documents and how/what to fill in.

Super glad you post the winning awards!! NSF and IES should do that too



There is a lot of content on one page. Perhaps breaking Early, Mid, and Expansion phase information into their own pages could help with this.

There is very little on the EIR page itself - most of the links take you to other pages on the OESE website rather than to other places relative to EIR. More links/info dedicated to EIR projects would be helpful.

The website is very good and has an intuitive layout. I has an extreme amount of information so it is a lot to search through. The search mechanism is a huge help but still requires time to navigate.

right nav useless and doesnt direct to key relevant resources

I could not use the back button and would get kicked out each time I needed to return to another page.

It's sometimes hard to find the exact page I am looking for. Perhaps page navigation could be simplified.

I think it is clear for experienced grantees but terminology and organizational structure is not explained much, making it confusing for people who are not familiar with the program structure and process.

I can never find what I am looking for. I think you need UI people to come in to think like a user.

Specific focus area topics that provides information from the peer community and WWC and other evaluation resources

Provide a section that makes sense to school leaders and teachers. It would be helpful to send them a link to quickly orient them to where funding for a project is coming from.

The website is fine to me. No comments for improvements.

Once you get a grant, there isn't much information on the site. When you go to the website for grant applicants, it lists the Federal Register and two other items with a red header. Are there resources for grantees on this webpage? If there is and I didn't know it, I feel badly and I'm shocked. I guess my suggestion would be to continue to focus on the audience--you have people who want a grant, people who want information and resources if they have received a grant, and you have an external accountability audience.

Cleaner, more modern design...establish preferences and seed content accordingly. There's so much good stuff but its hard to find and access.

It's a little slow. Also, it would help if you could separate out more clearly what's information for grantees versus applicants. It's not always clear where one could get additional information.

It would be helpful to have specific resources for early versus mid-phase grants. It would be very helpful to have deadlines posted on top as changing announcements.

I've only used it a few times, but I've been very happy.  
No suggestions to improve come to mind.

Include an archive of links to past and active EIR project websites.



It's just old, should be using newer design choices, scalable architecture, and an easier way to search previous applications.

I have been locked out numerous times from prior reports and also uploading of documents and forms have been quite difficult. I would say the biggest improvement would be having access to all of your submissions and communications with Program Officers. I find that I always end up sending documents by email as well as through the website to ensure that they indeed get there. Because these are submitted as PDFs, we also can't use the same forms from the prior year and update them from year to year.

more consistently and regularly update the website information

EIR related guidance and resources do not really exist on the OESE website. The information on OESE about EIR feels geared primarily to those considering applying for EIR funds. The resources for grantees are either in g5.gov or are shared by contractors on the AnLar site or through Abt Associates.

It takes awhile to figure out how to actually submit APR form

Info for grantees is mostly located on G5.gov, which is outdated and cumbersome. Waiting for the launch of G6.gov in August.

You guys do a great job on this. The website and sue of online resources for the dissemination meeting was excellent also.

Incorporate high-quality images or videos that are relevant to the content to capture users' attention.

It's easy to click out of the EIR program information-- the navigation buttons at the right should be moved to the top of the page so they are more noticeable.

The incorporation of more "from the field" grantee stories would be a good addition.

The website works well for its intended purpose.

It is hard to navigate and search sometimes

Better search capabilities, there are a lot of layers to the OESE website which is understandable, but it can be hard to get directly to the EIR website and relevant information there. Also, is there a way to directly link from the EIR website to the support org (Anlar) for the program?

na

It is sometimes difficult to find grant opportunities.

N/A





**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

They aren't bad; they just don't spark interest. All are too long.

To start, documents in general have improved over this administration from the previous.

The guidance documents are still heavy with "legalese." Newsletter has been much better this year. Blast emails are generally fine, but I sometimes receive duplicate copies

New policies are being imposed on grants that were not in place when we first applied. There does not seem to be any way to appeal these policies, which will require work that was not budgeted.

None

Utilize infographics to make content more visually appealing and to communicate more efficiently.

Email newsletters are often very long and while filled with good information, I feel more likely to miss valuable nuggets when they're one of many. Consider chunking out information to narrower foci in each email but with greater frequency.

It would be useful to have a link or list serv that similar projects could be on to ask questions. I'd also like to work/ collaborate with other projects like mine. It would be useful to have COP newsletters and not necessarily a meeting only option.

I feel the documents fit our needs.

All great items so far

We were recently asked to prepare a dissemination plan, We were sent a number of resources on open licensing and a template. The resources are helpful, but they still leave open a number of questions regarding how the requirements exactly apply to our project, and exactly what we are supposed to submit in terms of the dissemination plan (e.g., content, format).

We haven't really had any issues so it is hard to answer these questions.

there is so much it is hard to sort through. But I do appreciate that there is information

none

n/a

Maybe putting them on the department's website? Or creating a page for grantees, sort of like a Microsoft Teams or some kind of collaborative space like that or the equivalent.



This seems to be a matter of priority setting. There's a lot but its not always which docs are must reads vs those that are FYIs.

The newsletters have been my go to for information -- the format, links, etc are very helpful. There has been little other communication.

Its very helpful when examples and non-examples are provided.

My only feedback is that their could have been mor direct communication earlier about the Project Director's meeting details. The first information sent out was embedded in a newsletter and should have been a separate email since it's so important for grantees to be aware of.

Because I have worked as an evaluator on an earlier grant and have directed or supported federal grants for the last 20 years are needs so far I have been relatively minimal. Thus, the general guidance has been mostly, if not entirely materials, and information of which I was already familiar.

I think generally with anything compliance related or documents that need to be filled out there should be examples of high quality responses to model from.

I don't receive a great deal of documents. Blast emails are hit or miss in terms of direct relevance. It would be good if some of these things were targeted to cohorts and groups. Also wondering if there is a way to get more information about publications and findinds from our colleagues who are also awardees. This would foster collaborative learning across grants which can strengthen impact of reports shared.

cannot think of anything specific

I don't find the emails and other documents all that helpful. As a mid-phase grantee, the most helpful resources and guidance come through the webinars and Communities of Practice.

Information on how COVID has impacted grantees, participation, progress, trends would be helpful

NA

In my opinion, the quality and usefulness of the documents do not need enhancing.

I don't recall getting any of these communication pieces. I have not received any newsletters.

The largest challenge that we have faced is in recruiting high-need districts. These dynamics go beyond the kinds of guidance that the Department is able to provide through information.

There are sometimes too many to follow carefully

We get a lot--in terms of frequency of communication, modes of communication, email addresses/orgs contacting us. It all feels nice and well intended, but the end result is a little overwhelming. Streamlining (and, ideally, targeting) the communication would be a tremendous value-add, even at the expense of coverage.



The biggest challenges have been related to the Annual Progress Report (APR). While the document is clear, the connection to G5 and the interface of the G5 reporting is challenging. Particularly challenging is the reporting of GPRA and performance measures.

N/A

**Q33. Please describe how we could improve the grant reporting process.**

I have no idea how the department uses my information. Nor do I get timely feedback on what I put together for my reports. It's become a box-check. I wish it were interactive with my Program Officer.

We don't always see how some of the items we have to report on are important to our actual project. It would be nice to have a sentence or two that explains what the data are used for--and that impacts us not knowing how the Dept. uses our data.

There is no easy way to generate the GPRA forms and every year I have to remember how to fill these in. Plus the forms change each year. For example, this year the form with the mandatory reporting GPRAs was missing and I had to create it.

G5 is not the easiest to navigate. Making this less cumbersome would be helpful. [NAME] is our program manager and [NAME] was very helpful to guiding us through the annual reporting process.

Even after submitting several reports, G5 is difficult to navigate. That's my biggest concern. Again, after going through the process several times, I find the instructions and guidelines convoluted, but I do appreciate that they are relatively static. The data we need to provide is difficult to collect and report in the GPRA format, but a significant part of that challenge is on our end. A key learning on our part is to be more mindful when writing an EIR application and developing performance targets and to understand how they will be reported annually.

I appreciated the TA workshops and CoP conversations that have been provided in support of the APR process.

G5 and the Apr report uploading and submission are clunky and hard to use. The APRs should be pre-populated with the measures from the previous report instead of having to enter them anew. Having to include program and project measures in the same section is confusing and frustrating. Why not have separate sections that are already prepopulated with the needed info?

The options on G5 for submitting the annual report do not completely align with reporting requirements. Example: We are required to report on GPRA objectives, but there are no fields or forms for those data. We had to create new objectives - which we hope was correct, but there was no instruction for how to submit the information.

For approximately 18 months, we didn't have a program officer. That really put us at a disadvantage. By any professional standard, that's inexcusable.

G5 is difficult to use. If you change your performance measures, it takes a lot to adjust in G5, and does not save from year to year.



The reports are not easily retrieved or reviewed once submitted due to the file naming conventions

Specifically state where to upload each item required.

Program officers are doing a fantastic job.

I have worked with many program officers over 20 years and I will say that the work done by our EIR officers is fantastic. [NAME] is a consummate professional.

G5 is not the most user friendly interface, though I understand it is being replaced by G6. The step-by-step guidance documents to complete various functions on the platform are hugely helpful and I hope will be recreated with the update.

We have not completed reporting yet.

I think having a clearer explanation of what is expected and what is needed in the beginning of a grant would have helped our team tremendously. State agency heads do not understand research and the need to report data without fear of punishment. As a state awarded grant it was hard to explain this to leaders above me who had no frame of reference. It was also not clear on what to do when redesigns were made by our evaluators and we needed to do APR data reports. After 3 years and a lot of uncertainty it is better, but it still feels like a tutorial video of what is needed for the forms and what is needed for data sourcing would be useful. Our grant staffers resigned and no one trained or walked the new staff through it.

G5 is very difficult to navigate.

The G5 system continues to be very difficult to utilize. It often times out without saving work, and having to enter each data point and line of text in the performance measures section rather than being able to upload docs is very tedious and time-consuming.

Nothing to improve, it is just a long process.

Most of my issues is the G5 reporting site. All of the data collected has helped us improve and reevaluate what we need to complete or next steps.

The G5 system is a bit cumbersome and could use improvement.

We haven't had to do this yet.

I find G5 very difficult to use and understand. Reporting requirements do not feel well integrated with the much more productive conversations and training opportunities we receive from POs and other staff. That said, the annual report process is not actually that difficult but it is hard to be confident that you are doing it correctly.

Stop making some forms buried within other forms. Stop making some forms requiring hard copy signatures. Make an easy navigation with all requirements up front and easy to find/complete. It is nowhere near that now. Have autofill forms so I don't have to type the same information in different forms. Have forms do the simple calculations.



None

The website/portal is very inefficient. The forms should be online and fillable.

Everything has been extremely clear about reporting requirements. The only difficulty is navigating the G5 system. I found that navigating G5 was very time consuming and not intuitive. Stressful for first time users.

I hear horror stories about the APR. It is not that bad. I think it offers a really important point of reflection for the author and the grantor. I appreciate the idea of the Dear Colleague Letter--maybe the goal is to make it more writer-friendly. A checklist, while embedded in the letter, would be useful. I always get confused with the cover letter.

I would have loved to have a sample report -- redacted -- as a first time APR writer. I understand they are all a bit different but an example or two would have been helpful. As a team there were differences regarding what individuals thought was necessary for expected detail.

The website for entering the CSPR data takes a lot of time to get used to and could be made more user friendly. Sometimes its not clear which document get uploaded, verses entered, versus emailed to the PO. It seems like there should be just one mode of submission. It would also be nice to have examples to refer to when completing the forms.

It would be so helpful to have a grant reporting workshop like the Dissemination workshop.

Using Microsoft Word documents to fill out financial information is unnecessarily cumbersome. Excel type form would be MUCH easier. Additionally, the G5 site is not easy to use and has restrictions on number of items one can upload. I think the Dept of Ed admins should test out a submission on their own and provide feedback to the developers :)

We just were awarded in December 2022, thus we have not yet prepared a report.

I am familiar with that or we will need to collect and it is appropriate for measuring our program's impact.

The online upload is really difficult to navigate. This might get fixed in G6, but definitely need a different more streamlined method of uploading the appropriate documents.

Performance outcomes change over the course of multi-year grants due to conditions in the field. Some of the data asked for is not clear cut (cost per pupil) when in an early phase grant and you are working in and outside of schools in informal settings. More guidance on what DOE actually needs and how to calculate some of these things would be helpful

streamline the report requirement; allow grantees to submit the report electronically instead of signed copies. consider having all the report in one document instead of several separate documents.

Ensure the guidance document and all federal financial and related forms for the Annual Performance Report (APR) are updated prior to when the Department makes the forms available in g5 and sends out the email with the guidance document. For example, grantees were notified by the department less than a week prior to the March 30 2023 deadline that a different (updated) financial form needed to be used instead. Our team had already completed the data in the original form that was provided. In addition, some of the guidance in the APR\_DCL was confusing or insufficient. For example, for item 11 what was



the office looking for in terms of data privacy and security measures certification. Moreover, when we requested time to meet with our program officer they did not offer available dates and timeblocks for us to meet to confirm expectations around reporting on GPRA and project measures. We did communicate a little via email back-and-forth but it should be an expectation for program officers and grantees, especially for first-time EIR grantees, to have 1-2 meetings prior to the APR deadline. We were able to receive assistance about a technical and operational matter from another EIR staff member but generally we felt a lack of proactive support from our program officer.

It's unclear how to submit a final report on the site. It would be helpful to know more about how the data might be used.

The submission requirements for the APR could be more clear. Perhaps provide a checklist or bullets of the various components on the first page of the letter.

More attention to project achievements that are non-quantitative. Some of it seems more like bean counting than true impact.

It is helpful to obtain the specifics of the reporting requirements as early as possible.

We have not submitted a report yet.

The metrics area doesn't always make sense.

Additional guidance on how to define high-needs students would be helpful.

The forms are very cumbersome and confusing. They don't always upload accurately.

Hopefully G6 is an improvement over G5 :-)

I will have more to share next year since we have not gone through the full process yet.

The different elements of the APR in the G5 system are not clear (i.e., it's not clear what goes where amongst the options provided).

Important dates are not always announced in a timely manner. In the K-12 school world, most of our work days with teachers in classrooms are planned out well in advance because we are juggling many people's schedules. When we receive a short notice of required travel or due dates, it impacts the grant staff, school administrators, teachers, and classroom visit schedules. The minute there is a date for an event or due date if we could get a hold-the-date notice it would be helpful.

The G5 system is difficult to use and not very user friendly, so improvements there would be welcome (maybe in G6?). Better clarity about the most critical components of the APR and how the data are used would be helpful.

I have not yet had to do one.



Please assist by providing more technical assistance along the way for new grantees. I was fortunate enough to have my Program Officer assign me a mentor during my first year of the grant award and it was extremely helpful.

Submission of documents is clunky

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

Developing resource materials is the items I ranked lowest. I am not sure what is expected here. But the upcoming Dissemination workshop probably fits in this category. We are in Year 4 of our project, so I wish the Dissemination workshop had come earlier--either late in Year 3 or early in Year 4. But I will have a better response on the value of this offering after I experience it.

I miss the PD meetings, they were very valuable. The dissemination meeting was called for May when classes are still in session, which makes it hard to attend. Plus there was little notice of this meeting and it was rather mandatory.

Technical assistance is provided by an outside organization and it is pretty elementary and more directed to new grantees. As a grantee who has managed several federal grants, I am interested in continued professional development for my staff that help us grow through the process

The TA related to sustainability, dissemination and replication was poor. The TA providers were well-intentioned but didn't know the program well.

By the contrast, the TA related to evaluation has been superb.

In person meetings are more helpful for peer collaboration, however the dissemination meeting in May was extremely short notice, and terrible timing for folks supporting schools.

The staff is doing fabulous work. I am grateful for their guidance.

Because grantees are in wildly different phases depending on the year and type of their award as well as the nature of their project, the Department does a fairly good job of clearly differentiating the audiences for which the different supports offered are intended. Other webinars draw on experiences relevant to all grantees (e.g. COVID recovery, SEL, etc.). In offering both types of supports, it would be wonderful to emphasize clearly actionable steps that grantees might implement.

I'm not sure how to fix this because our grant program officer changed mid year 3. Our current officer has been very helpful, proactive in meeting with us on a quarterly basis, and has asked questions that improve our grant. The previous officer did not initiate contact unless we were requesting it. We were not sure of what was needed and how to complete many aspects of reporting/completing paperwork. It often left us (during year 1-2) as though we had to interpret a good deal on our own.

The in person option for the directors meeting was great. I felt truly connected to other grantees for the first time. I hope the whole meeting will take place in person. I am looking forward to the upcoming dissemination workshop next week.



I feel the format and timing of assistance is well provided.

Love the webinars and information sent

Sometimes the amount of information provided to us/frequency of meetings offered, while helpful, is overwhelming.

Seems like the Program Officers are spread thin and could use more to provide more guidance to grantees. When I reach out, I get helpful guidance. Our Program Officer has changed a few times but when I've reached out during transitions, [NAME] has been extremely helpful.

Excellent all around.

There seems to be a disconnect between what program officers and tech assistance are trying to do (innovation and support) and the requirements of the department. My PO is wonderful and tries her best to keep me up to date and informed but the information from the department is so obtuse and disconnected it feels like a moving target.

NOne

Continue with technical assistance for evaluation and implementation (communities of practice)!

Technical assistance has been great when needed.

I think the online meetings are great. I appreciate the community-building and there are plenty of opportunities.

I wish that I had received more information about the performance matrix and setting up project management earlier ... much of this came 4-6 mos after receiving the grant..and we were on a faster timeline to implement -- we didn't have a pilot/prep year built in.

Combination of in person/on line was good.

One way to improve would be to provide more hands-on activities to help grantees with compliance and reporting requirements.

Workshops like the dissemination workshops are very helpful.

The Project Management Community of practice is very valuable and well structured!

We haven't yet required significant support in these areas.

I am familiar with the learning communities/communities of practice webinars from an earlier EIR grant and try to attend whenever I can.

Matching programs based on topic. Who else is building a program based on the same/similar evidence? Or who has a program serving similar age groups? Etc.





I'm honestly not sure. I really appreciate our PO generally connecting us to others doing similar work, but we have our own technical assistant for this program, and we haven't needed much additional support.

Interactive webinars for cohorts of related projects working in an area (e.g., elementary math or computer science) would be very helpful. A session that was very useful was when people shared at early stages the measures they were using across different projects in the area of computational thinking. But there was very little follow up after the fact. Having access to a repository of those strategies and measures would be extremely useful as well as annual check-ins for those who are interested.

nothing specific

I think it would be helpful to group together 4-6 EIR grantees that are struggling with similar challenges and who are implementing their projects either in similar content areas (STEM, literacy, etc.) or through similar means (states, districts, school teachers, other). It would be helpful to have more time to learn about and think through how to apply best practices that are shared from current grantees, which can be even more important sometimes than former grantees.

I have attended sessions by the TA providers, but have not received TA from ED staff.

The technical assistance provided to date has been informative and takes into consideration the topics and content of grantees.

I didn't understand some of the questions in this survey.

The EIR technical assistance is strong. I don't have any recommendations at this time.

I'm not sure I understand the specifics of what these questions were about, so I answered NA

The main assistance provided by my TA has been working with our external evaluators. [NAME] has been a great teammate in providing resources to our evaluation team. Many of the questions that were asked on the previous screen didn't seem appropriate for her work with our grant.

The range of technical assistance services is sometimes overwhelming. Figuring out what the most critical TA activities/services are most relevant to our grant's work has taken some effort -- some TA is not helpful and relevant while other TA efforts are. Is there a better way to customize the TA to better meet the specific needs of particular grants, and rather than so many different COPs, is there a way to group together grantees doing similar work and facing similar challenges.

The past year's hybrid approach has worked well when providing technical assistance.

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

ABT

[NAME]



ABT

Apt Associates

[NAME]

[NAME]

[NAME]

Abt

[NAME]

ABT Associates

Abt Associates- [NAME]

ABT Associates provides TA for evaluation and AnLar provides other TA

[NAME]

Abt Assoc

R7CC and REL

G5 technical assistance providers helped me when uploaded my APR to G5

OSEP

Abt Associates

[NAME]

[NAME]

IT support

AnLar

Abt

Abt Associates



Abt Associates

[NAME]

ABT

**Q46. Which of the following best describes your job role? (Other, please specify)**

CEO

project manager

Program Manager

PI

researcher

Professor

## CUSTOM QUESTIONS

**EIR - 2023 - Q50.6. In what ways can i3/EIR program staff strengthen its support of your project-specific work?**

First, [NAME] services have been much, much better this year. It's obvious they used the feedback from last year's services to improve. Thank you for that.

The quarterly check-ins with the program officer have been very helpful. However, our program officer, [NAME]--who was excellent and we were sad to lose--has taken a new position in the Dept. I don't know if his replacement has been hired yet, but no one has reached out to schedule quarterly check-in meetings. However, when we have reached out to [NAME] she has been quick to respond and very helpful.

We have received excellent TA support and I therefore have no recommendations for improvement.

[NAME] is helpful with thinking through the evaluation; however, they require us to report our evaluation materials in a different format for their purposes that is very cumbersome. It would be helpful if they were there as a resource but did not put any additional reporting responsibilities as these grants are already challenging to manage.

[NAME] knowledge of the program and content area expertise have been exemplary. Those should be the requirements for all TA providers.



The communities of practice could be targeted to specific needs. They are too broad.

[NAME] is amazing. She has helped us survive the chaos of Covid and been supportive throughout our journey!

All of my recommendations are not about the Leadership or the program officers.

There are theory of actions issues that must be considered when it comes to the EIR's relationship to the WWC that go beyond the scope of this survey.

Any organization contracted to facilitate CoPs or webinars would benefit from subject matter expertise in education innovations to more confidently structure and lead conversations. I've attended a number of different opportunities where grantees are invited to share best practices but without a strong facilitator, no time is left for attendees to truly engage with the presenters or help meaningful translate their learnings into practice.

I think it would be useful to have the same staff working on projects that are running in the same state or region. If an other grant is competing for participants, operating within the same schools, and/or using a similar study intervention in a region it is useful to have an external person aware. We had major issues in trying to navigate this with another grant, a different ABT officer, and a different US ED program officer. It took almost a year to get everyone "up to speed" and then we lost a good deal of recruitment time.

Our team values the relationship with [NAME]. We look forward to monthly calls and have received great guidance. Our liaison is continually looking for ways to connect us to other professionals and grantees. She frequently gives suggestions for dissemination activities and facilitated a panel for a presentation at the project director meeting.

I would like to see us have an in person Project Directors' meeting - the networking opportunities provided by such an event are very worthwhile and are not possible via video conference.

I feel that the connected webinars where grantees share their project successes and challenges has been very helpful.

Our project has an outstanding program officer that makes all the other aspects (reporting, tech assistance, etc.) work well for us. She pushes us to do our best work, but also supports us with advice, thoughtful responses and consideration of our issues, and caring about our outcomes. Please support the program officers because they are very important to our success.

N/A

We had a lot of turn over in our program officers. A more consistent contact would be helpful.

NA

EIR staff have been outstanding in their work and always supportive. My only difficulties are with the G5 website!

The technical assistance from [NAME] was great and [NAME] does a wonderful job with events and community. I participate in many of them but there are so many it does get overwhelming at times.



The CRT is the most likely to get funded but is not a great model for districts with high turnover and unique communities.

Plain language resources about expectations for participation as a partner organization or participating school system.

It seems the program officers may have too many responsibilities... balancing a large number of EIR projects and then ED/EIR department responsibilities. I wonder if having \*more\* personnel could allow them to be more personally involved with projects (and have time for site visits). No complaints; the staff we know do a wonderful job, but...

I work with an external evaluator and I meet with [NAMES], too. I just think the assistance is fabulous. This would have helped me years ago. I am just so pleased, and I know I have the support I need to do my best to get our study in WWC. That's one goal at least. Thank you for all of your help. I know our external evaluators have had great experiences as well.

The kick off meeting was great. We didn't have a great way to follow up on the momentum. We went home and went back to work.

The COPs should have fewer subject-matter expert presentations and more on problems of practice that are relevant for grantees.

I think have more opportunities to work with staff and other grantees would be excellent.

We have been very pleased with the level of support from both our program officer and the technical assistance team.

This is easily the most supported we have ever been in many years of US Department of Education grants.

Be a neutral eye and a critical friend regarding our performance goals. Help us think of ways to better integrate data into continuous improvement.

[NAME] has been incredible throughout our entire projects, even though we ran into some significant difficulties. My recommendation is heap praise upon her and promote her because she has been an incredible program officer on every level.

Our program officer has been very supportive and resourceful throughout project implementation and has been wonderful in helping us find out how to proceed and alter project goals through what was an unusually difficult period with the pandemic. Recommendations would be to have more opportunities to meet with EIR grantees doing related work in the specific content areas (e.g., physics or computer science). At the start of the grant I found zoom sessions with other grantees very helpful but perhaps they need to be more frequent (twice a year?) Also other supports like discussion groups that we can join by cohort, age, and subject area would be helpful.

nothing specific

We would like our program officer to be more aware of the details of our project and to be proactive in communications. Multiple times during the last 12 months our program officer seemed to not have a clear understanding of our project goals and even questioned if we knew what our project was trying to



accomplish. This is not helpful. What would be helpful is having a program officer who knows what we originally proposed for the project and why, and what our goals, objectives, and management plan are. Too often our program officer seems uncertain or confused, and we go over some of the same content that has been discussed in prior meetings. It does not seem to our team that our program officer takes notes during our meetings and references them again before our next meeting. Moreover, feedback that was given in one meeting was then changed the next time we met. It feels to our team that we need to confirm multiple times our understanding of the expectation in one or more areas of grant management and reporting. One proactive step we'll be taking is to request a regular cadence of meetings to ensure we are providing progress about our project progress and discussing with our program officer different ways to address challenges and perhaps benefit from other grantees' experiences and approaches.

More opportunities to share experiences and knowledge with other project teams.

Less of a separation between the TA and EIR.

I feel that we have been very supported by the TA providers-- they have been helpful and available. The initial conference was very helpful and ED staff were approachable and supportive. We are just starting our project and have not had a lot of opportunity to interact with our program officer.

I have no additional recommendations at this time.

I didn't use these services

The program and evaluation TA are very helpful.

We finally got a stable PO this year and it has made all the difference. I get that the POs are busy--but they're by far the best resource OESE has to provide, and I hope you prioritize them (i.e., expanding and retaining the outstanding staff you have) in thinking about ongoing investments

I appreciate the opportunity to weigh in and think I will have greater feedback next year. Thanks!

[NAME] has been a great teammate in developing our evaluation.

For the TA activities, better grouping grantees that have similar goals and face similar challenges. At the moment, hard to navigate all the different TA opportunities.

I have truly appreciated activities such as the Dissemination Workshop. Opportunities to work through projects, worksheets, etc. with others is always so helpful. I also appreciate how responsive our Program Officer has been.

### **EIR - 2023 - Q50.7. What technical assistance experiences enhanced your capacity to implement your i3/EIR grant?**

The communities of practice are just terrific and so helpful.

The webinars on sustainability have been my favorite of webinars offered thus far.



I like the opportunity to check from a roster of webinars and communities. I haven't participated as much as I did in the early days of the project b/c I am busy directing the project!

Specifically - the rural CoP by [NAME] and the evaluation assistance by [NAME] have both been extremely helpful.

I always enjoy opportunities to connect with other grantees around similar challenges.

Our Abt partner has been a valuable thought partner in understanding the unique features of our project and brainstorming solutions that work.

[NAME] at ABT has been great to work with and has strengthened our evaluation.

Connections with other grantees.

At every step of the process, [NAME] assistance in the evaluative area has been helpful.

We have monthly meetings with [NAME] and those are helpful.

[NAME] has been with us through all our challenges. She has helped us think through issues and shared with us options that have been used in other projects so that we can learn from the success of others

Program officers have guided us through challenges that arise during implementation- program officers have helped us work through attrition situations- which is the most common challenge during implementation years.

The sustainability and scaling workshops are a good model for scaffolded learning over time with engaging exercises that help attendees translate theory into practice.

Tailored feedback, in-depth discussion during meeting around study design questions

The [NAME] team gave our external evaluators a great deal of help in meeting WWC guidelines, navigating Covid-19 issues, and helping critically look at components of our evaluation that our state team lacked knowledge in.

[NAME] Associates has been very helpful

Developing communities of practice

Webinars on relevant topics

Creating a workshop to assist in meeting project goals.

Project Directors meeting

I have enjoyed participating in webinars and in the Communities of practice.



[NAME] has been very helpful in developing successful measures and plans for our project.

Having our evaluators work with the technical assistance evaluator has helped us explore opportunities as well as prepare for challenges. Having insights into WWC is helpful inner planning.

Direct meetings to review specifics of the research and outcome

The Dissemination Meeting was very well organized and gave excellent information, prework, time to work on strategies in innovative ways and provided time to synthesize what we need to do to develop our plan for sharing our grants.

Help and guidance with developing our evaluation plan.

Annual project director's meetings are helpful for learning about program requirements, news about the program, and the work of other projects

Dissemination meeting was helpful in thinking through the goals and audiences for our dissemination efforts

Communities of Practice have been helpful and Abt one-on-one consulting has been wonderful re: research details.

NA

None

Evaluation technical assistance

Communities of practice

Workshops and webinars hosted by EIR

CoP's vary session-by-session; overall the experience is positive. Most familiar with Rural and Computer Science.

Webinars

White papers (such as Rural Career Pathways White Paper)

n.a

[NAME] helped the impact study a lot. Very nice to work with. I've learned ideas from the CoP meetings as well. My meetings with the program officer have been vital and so helpful.

Abt team is always thoughtful and strategic.





Assistance from Abt in planning the impact study, especially given that another grantee is working in the same district.

regular calls with TA providers

opportunities to network in person at EIR meeting in DC

We appreciated the webinar on match, the monthly meetings with Abt, and the webinar on refining objectives and outcomes.

Project Director's meeting and the Dissemination workshop gave me specific resources to help us implement our grant.

We are still early in the process, so much of our technical assistance needs, have pertain to establishing baseline equivalency among our student candidates, and modifying the budget, which has been supported by our program officer.

In both cases, the level of support has been excellent.

In-person annual convening

NA

Our meetings regarding research redesign and thinking about appropriate measures in a area that have very few validated measures that were developmentally appropriate were very useful at the beginning stages of the project.

nothing specific

Abt Associates has been very helpful with technical assistance as our evaluation partner worked with our team to design the impact and implementation components of our evaluation plan. Ongoing regular meetings has allowed us to work through details and when needed our TA liaison was able to bring in other staff from Abt to help finalize an answer to questions that our evaluation team needed clarification on. The AnLar webinars and communities of practice have provided useful ideas, tools, and discussions around project management, planning, and communications.

The webinars on completing the APR and scaling/sustainability were particularly helpful to me this year.

Our project team meets regularly (once per month) with our evaluator and evaluation TA to monitor the progress of the evaluation, which has been very helpful.

Working through detailed aspects of the evaluation plan together, considering trade-offs, WWC requirements.

The Communities of Practice were very helpful. The sessions offered great knowledge and a sense of community.



- our evaluation TA provider has met with us regularly and has given important advice about our project design. She has been fantastic to work with.

-I have attended several of the management CoPs and they are helpful.

-Brightspace is useful.

The COPs have been helpful and informative.

Attending the Rural Community of Practice generated additional ideas for recruitment.

Abt has been very helpful in thinking through how to move the evaluation forward while addressing recruiting challenges.

I have appreciated the TA with Abt Associates. It's been quite helpful, in general, to have a partner to help think about the project, particularly the evaluation design plan. We've not always had the same perspective on things, but the process itself and the support has been quite helpful.

Some specific COP experiences especially learning about other grantees' work when it is similar to our grant. Sharing of effective practices, resources, and processes from grantees who were funded in earlier cohorts (e.g., recruitment, dissemination, etc.)

Dissemination workshop; resources from AnLar; insights from Abt.



## Educational Opportunity Centers (EOC)

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

It needs a serious update...seems stuck in the 1990s in terms of design and usability.

The website has been serving its purpose for us. Thanks for your service and support.

All good.

The website is great, and staff are very supportive and helpful. This survey didn't have a "Back" option on all sections. I suggest you add "Back" or "Previous" option to give participants in navigating the previous section if they need to edit a part. I wanted to change one of the responses to the first section regarding email, but I couldn't go back. The DOE are wonderful in supporting especially new funded organizations that are learning and experiencing in running the grant.

I am a new Director so at this time I don't have any feedback.

I have to search outside of the website for information. Providing links to updated information would be helpful.

The look of the site hasn't changed in 20 years, so could use a refreshing look.

It can be difficult to find certain resources pertaining to instructions on IPRs and APRs.

a clear listing of program officers per project and direct contact for program officers.

I believe it has too much written content. You need more icons or visuals. I would also like more access to print resources.

Good as it currently is.

Update the site on a regular basis.

More user friendly reduce the number of clicks to find information.

It's not very user friendly for people who aren't accustomed to the site. It's easy enough to navigate if you've been on before and know what you're looking for.

Easier navigation, more and better graphics, less text

I would like to see more updated information and resources with links to possible partnership organizations. I think we would benefit from having staff information included on the site. I'd like to see the website become a useful and informative resource tool.



N/A

No recommendations

Easier to access information

The website revamp is headed in the right direction. The search bar is the most accurate it has every been. Would love to see more interactive tool options for some of the presented data.

I actually find it easy to follow, and has always been current when I visited. The thing I would like to see is earlier posting of the TRIO Income Guidelines. It seems to take forever some years, and that it is based on data that is available well before it is published.

I do not have any problems with the Department of Educations website.

Provide up tp date links. Training information is 2 years in the past.

More freindly.

Add a section that focuses on the most frequent issues with resolutions and/ or suggestions. Possibly taking suggestions and ideas from meetings with EOC programs, i.e. recruitment.

Update information on website when it comes to recordkeeping

Keep website up-to-date.

The site is responsive when moving to a different link, but it needs to be more clear/labeled/defined.

Continuing to highlight initiatives and spotlight programs to increase awareness and collaboration opportunities.

none

no changes

I believe there is so much more information the Department of Education can provide like results from our Annual Performance Reports - we submit those every year but don't have an executive summary at our fingertips.

Training has been what I looked for most. It would be helpful if training schedule were available in one place and didn't change throughout the year.

I did not have knowledge about this website.

It is extremely text heavy, with minimal visual differences between sections/information. Using different sizes of fonts, colors, blocking, infographics, etc. could improve it.



If material and information could be kept updated. When looking for training opportunities for my staff and me, the info is from the previous years. Several times, we have missed training since the listing info is outdated and the only marketing is done by the institution or agency that got a training grant. This is okay, but doesn't allow for proper planning or budgeting to ensure regular program operations continues while staff attends training, especially if it requires travel to another city or state.

The website looks fine and is highly functional in my experience.

Updated reports on EOC programs.

N/A

I like the format. I am able to locate all information I need.

Na

For a large government website it provides the information needed and is not difficult to navigate.

Visual learners may experience frustration in navigating site without images

Many items are out of date, updated resources regularly would be great.

The website needs to be more question(s) specific. The website only offers general information.

Make it easier to find things. Its looked the same for over 10 years.

Providing program specific information and making the site more user friendly would be greatly appreciated.

I believe ED's TRIO website needs a re-envisioning. For example, a more modern and intuitive user interface could be envisioned to improve the website.

Nothing, it is fine.

The website is good, but it could use a visual refresh.

My recommendation for the website is to continue to provide relevant and updated content and information that can be accessed in a user-friendly manner. This should also include additional reference sources on key topics per specific grant programs. Thank you.

**Q33. Please describe how we could improve the grant reporting process.**

The IPR was not a reasonable request and the standard used of judging AYP did not make sense. It is still unclear how the IPR data was used by the DoE and how it might affect our programs.



This will be my first APR to submit, however when submitting the Interim APR the process was straightforward and easy to follow thanks to trainings provided by the Department of Education staff.

All good.

I learned English as a Second Language and am a visual learner. Differentiating in teaching is an excellent strategy to convey a meaningful subject and give the audience a variety of tools to learn from different channels. I suggest adding video instruction beside the written material. The mass immigration programs will change the demographic of this county, and it is essential to prepare for it using a differentiated strategy.

no comment at this time

Some of the objectives on the APR and the databases we use to manage our data can be confusing because they do not completely match up and so you are always having to second guess or go back and ask a question to clarify exactly what is needed.

Longer deadlines

No improvement needed.

N/A

Make is clear

The APR opened very late this year, and the only notification we received when it opened was actually from the help desk rather than from our program officer or from the Department of Education itself. As such, it ended up going to our quarantine folder in the organization, so we found it opened a couple of days after it actually opened.

Identify errors

N/A

No recommendations

Nothing comes to mind.

Provide annual feedback of all the programs provided statistical data. Some programs enjoy program comparisons.

The grade level information seems more complicated than it needs to be

I did not have any problems with the grant reporting process.

More strong and clarity instructions.



The instructions to enrollment can be a little confusing. Clarification on the vocational enrollment. Vocational schools/programs are often non-degree programs. It's unclear if enrollment workforce development/continuing education count as PSE enrollment or is it only at vocational schools.

The numerator and denominator explanations are still confusing, as well as which responses are included in the total.

For EOC, when I uploaded my Section 1 page, it would be great if I could view a copy of the file I uploaded. At this time you are not able to view or preview a copy of the file you uploaded.

The helpdesk email that announced availability of the APR went to my junk inbox and I was not aware that it was available until my grant manager contacted me two weeks later. It would be helpful if the APR had a consistent 'opening' each year & there was a timer or countdown to when the APR would be available. Rather than a surprise reveal.

Some of the directions could be rewritten in more understandable language. Also, more examples of how to code unusual student outcomes.

Having Blumen to help was great. However, I never received an email from the Department of Education letting me know the APR was up and going.

Nothing. It's ok.

This past year was obviously a unique situation with the changes, and the request of the IPR. I anticipate this issues this year will not continue to future years.

It could be improved, by providing the timelines earlier so program can begin preparing and planning their staff and director workload. This is important so the staff member who assist the director in completing the APR are not overwhelmed with working on the report and also doing their outreach activities. By knowing sooner, workloads can be adjusted so they do not feel the intense pressure of the short deadline.

As this is my first time completing the APR, I do not have any constructive feedback to offer at this time.

N/A

Reports are due in a timely basis. We know what the dates are so I believe the process is effective and able to be completed in a reasonable amount of time.

Expand gig speed in uploading materials. At times had experienced slow upload speeds

Set an annual date to submit APR.

This was my first submission and I really got a greater understanding of the grant reporting process with the assistance of my community of Educational Opportunity Center Directors.

In order to account for higher education staffing issues resulting from the Pandemic, I believe that grant recipients should be advised at least six months in advance when annual performance reports will specifically be due.



The reporting process is fine.

I am happy with how it is.

My recommendation would be that supportive resources and information for completing the APR successfully be offered to Program Directors (especially new ones) at least 6 months prior to the actual due date for submission. In addition, kindly offer online workshops that cater to first-time directors so that they're aware of the how and why of the APR. Thanks.

**Q46. Which of the following best describes your job role? (Other, please specify)**

Director

Education Specialist

Activity Specialist (former director)

EOC Director

**CUSTOM QUESTIONS**

**EOC - 2023 - Q34.5. What can Educational Opportunity Centers do to improve communication with you?**

I receive very few updates or notices from EOC about anything other than reporting requirements. It feels to me that the staff is maintaining a 'distance' from the funded programs in order to avoid any possible conflicts.

Communication is good. Thanks

All good.

At time I have no comments

Respond to communications within a 48 hour period. Provide mentorship or training links for brand-new programs that have hired brand-new directors.

Send out notices and memos earlier. Some notices I've received through other program communication (like alerts and announcements on social media).





I get a lot of emails about Upward Bound and I do not work for Upward Bound I work for EOC so that could improve.

I have only received replies from my program officer a handful of times. My program officer for EOC is not accessible.

I love youtube videos that I can view on my own time.

Communicating with my program specialist is the best route for me.

[NAME] communicates by providing needed information and alerts.

Additionally, she is very responsive to any questions or needs.

Truly understand the law and regulations as to be helpful with technical assistance instead of confusing.

The main issue other than the APR being late was with the interim progress report. There was a lot of confusion at first as to whether we were completing a limited APR on 21-22 or an IPR on 23-24.

I understand program specialists are busy, but response time to email is slow.

N/A

No recommendations

Program Specialists communicate in a timely and information manner. Communication regarding refunding/continuation could improve to notification being received prior to 90 days of the start programming to allow sufficient time and planning to secure staff and plan services/activities for the academic year.

I did not have an problems with the Educational Opportunity Center communication.

Sharing periodic information about initiatives to offer services to the population in them life changes.

Have regularly scheduled opportunities to meet, preferably quarterly. It could be open to EOC programs by region.

Upload video on the YouTube channel with examples

Prompt replies to emails or inquiries. Clear and straightforward answers to inquiries. Most times answers are ambiguous. Prompt release of the GAN. In most cases, the GAN is release within the last month of the grant year, providing a very short time to financially plan the new grant year.

Have a few more online meetings where questions and answers from others can be heard.

Continue to send out training opportunities.

none



I don't know for certain, but I think my program officer is doing the best she can. She has several projects. She is professional and I do get a response. In general, we don't communicate much because I don't have many questions if at all. I have observed more online meetings in the last 2 years with my program officer and [NAME]. Maybe an email or phone call once in a while to see how things are going. I'm not upset with the little communication, we are all very very busy.

Letting us know when things are happening or reporting is open.

Constant e-mail notifications.

When I have had to contact my PO which is not too often, I do not get a response. It takes several emails before I hear back. This is frustrating especially when I am needing an approval of my program budget so that my host institution can begin to draw down. Also the timeliness of GAN can be better. Several years back, I had to lay off all my staff when we did not get our GAN until mid September. This caused much anxiety for everyone my staff, myself, our students, our target area partners, and our host institution.

Maybe a quarterly check in would be a good idea. Aside from that, I think our program specialist is solid and provides high quality, professional service.

N/A

I believe the Centers communicate and respond in a timely and appropriate manner.

Program Officer responds in a timely manner and knowledgeable about program

Communication is great.

I appreciate all of the assistance and support provided. Emails and communications are clear and concise. I do not feel overwhelmed with unnecessary emails and communications. Being in this position for a 6-7 years now, I feel more comfortable with writing and submitting the grants, and the annual APR. Webinars are great!!! Would like to see more programming for ADULT programs.

I would appreciate more communication from my assigned program specialist.

Rhythmic and frequent communication, e.g., monthly newsletters.

Provide regular and timely communications with the project directors, along with prompt responses to inquiries when submitted. Thanks.

**EOC - 2023 - Q34.6e. What is your preferred way to communicate regularly with your program specialist? - Other (please specify) - Text**

Emails and Webinars both are great!



**EOC - 2023 - Q34.7. How would you advise on improving the overall process and protocols associated with this grant competition?**

Considering the hyper inflation we are dealing with, increasing funding for continuing program should be the priority. There needs to be some kind of consideration that the costs of serving participants after COVID-19 has greatly increased. Either increase funding or reduce the target numbers. Furthermore, our participants are just not as interested in our help compared to pre-COVID, yet no one seems to be understanding this change at DoE.

I am new to this process and will rather hold off on responding until I have completed at least a year with the program.

All good.

no comments

improve the timeliness of the competition and the notification of awards - it is a significant disadvantage to receive notification of an award just a few days before the end of the current grant and/or the beginning of a new award. There continue to be inconsistencies in the RFP so those need to be resolved before it is released in order to prevent undo burden on the applicants and repeat questions regarding the correct wording to ED departmental staff.

I think there could be more consistent clarity within the grants.

Regular communication with program specialist

I have no suggestions at this time.

The overall process appears to be working adequately.

Provide detailed information in timely manner.

I'm not sure how to answer this since I am a new director (2 months). I was involved in the writing process for the last grant competition, so based on that experience I would say the sooner we are able to submit for the next grant competition and receive notification of awards the better we are able to plan for the next grant cycle.

N/A

No recommendations

Allow the appropriate time to write, provide the slate, and ensure who is awarded with plenty of time to remove the employees and ease minds of those not being funded and those being funded. We should be writing, submitting, and know if we have been refunded with 8 months left in the final year of the grant. We barely find out refunding information 8 days before the end of the last grant year.

In reference to the grant competition, notification of awarding should occur at minimum 90 days prior to the start of the funded grant year.



The application period should be moved up for ALL TRIO grant programs, so that they may be read, scored, and awarded in a timely manner

I believe there should be no changes to the overall process and protocols associated with the grant competition.

Earlier award notification

Grants needed to be read earlier and received Grant Notifications earlier in the year. August or September is just unacceptable with a September 1st start date.

Scheduling grant competition information sessions scheduled before the application is released.

Provide workshops and a video example of DOE expectations

Clear and specific application guidance, especially with the formatting. More flexibility/options with the total number of participants served without a significant cut on the total budget.

The webinars were very helpful and well done.

I did not put together or submit the grant proposal and therefore am unable to provide feedback.

cutting down the number of pages in the RFP.

I don't write the grant, so I can't answer this.

N/A

Nothing.

Earlier award notification. Our previous one was only a few weeks in advance. That does not set our projects up for success, nor give hope for staff, who may choose to look for new jobs because their job is not secured. This doesn't even take into account the issues with new awards. It needs to be at least 2 months in advance.

An EOC a proposal needs to be rated at 100 plus the CPP points to be considered for funding, but actual awards go to those who have Prior Experience Points, this does not let much room for new programs. There should be a pilot project pathway that allows those that scored well to get some funding to show what they can do in a 12 - 24 month period. This way they can demonstrate their effectiveness to outreach and provided services.

I feel I do not have enough experience yet to speak on that clearly. I was not involved in the grant-writing process this time around.

Longer period of funding cycles

Early release of the RFP and more time between the ETS competition and the EOC competition.

Current way works



Multiple award opportunities during proposal year

It would be great to learn which institutions applied and who was funded.

There is nothing wrong with the overall process as it currently stands.

I'm not sure. I think the Dept of Ed. provide a ton of information and helpful webinars. That's what helped me!

Continue to improve the Educational Opportunity Center's reach and funding for centers and participants, by assisting in communicating the value of the program.

I that more detailed about what information is needed would be helpful. Some times the instructions are vague.

Ensuring that timely surveys are requested so that the major items brought up can be reviewed and addressed as soon as possible. Thanks.



## Elementary and Secondary School Emergency Relief Fund

### CORE QUESTIONS

#### **Q15. Please describe how the Department could improve its website.**

Improve the search function - it is difficult to find older documents especially. The search rarely yields what I am looking for

I have found it very difficult to find things, and several times have had links direct me to a page other than what I was expecting based on the description of the link.

N/A- This information is more up-to-date than others that I've visited.

Have supporting documentation more readily available.

Several times I have had links not go to where they were labeled.

It can be difficult to find information and resources related to the details of newly released guidance.

Update FAQ over life of awards

The website could improve by displaying more examples on how to implement an emergency program and best practices from other jurisdictions on how to fast track procurement processes.

The search feature often does not provide relevant results. Additionally, many ESSER pages are not linked to each other, making it difficult to find updated guidance.

#### **Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

Timeliness has been the greatest challenge. An example is the upcoming Davis Bacon training and other information provided on capital projects. ESSER II and III are 2 year old grants and we needed this information when they were first awarded.

Biggest issue was an extremely long response time for a particular question (I believe it was over nearly a year before we received a solid answer).

More regular blast emails regarding updates or information soon to come out.

Produce documents in a more timely manner. Not currently supporting SEAs in a timely manner.

Guidance released for ESSER late liquidation has been confusing and at times in conflict with the Uniform Guidance (Part 200 CFR). The communication for the monthly check in meetings (which did not



begin for our State until recently) has been sporadic and led to disjointed time spent discussing issues related to the funding. Also, the monthly meetings have not provided any information to coincide with the releases in the SGR newsletter. The lack of or conflicting information has been frustrating.

Create a log that is linked within the SGR newsletters that allows easy access to all previous newsletters

Some of the documents are very wordy and dense - it is hard to get to what the important information is. Maybe a summary with bullets and then the detailed info after? It would be great to have a bulleted summary of contents of the newsflashes in the emails to alert us to when we need to look in depth.

Details for specific circumstances. Most the time relying back to specialist.

By providing more examples and interpretation of the law of how to best implement these emergency programs.

Documents that are released often provide guidance after the fact, making it difficult to implement the requirements with local educational agencies. Provided documents can also contradict prior guidance or guidance from the Office of Management and Budget.

**Q33. Please describe how we could improve the grant reporting process.**

Please reconsider the additional reporting requirements that are set to be implemented next year. They are going to be incredibly burdensome and I cannot think of how they will be useful.

Get rid of it. Or make it easier, more intuitive, and require less detailed information.

Additional support is needed in explaining CSPR, how the department uses the data, as well as how we can use it to improve our program. Also, more regular training is needed, with the turnover in staff that most states are experiencing.

Please do not change timelines on reporting year over year. We at the SEA level have to create process and procedure in order to implement reporting requirements and when you untimely change reporting deadlines this creates issues with process that we have worked hard to get in place.

I don't understand the point of the APR. Much of the information required is much too detailed for it to be easily accessible.

Instead of constantly updating previous years' reports, just ask states to complete the current year only, rather than going back to previous years.

The point in time reporting is extremely difficult to manage given the multiple open funding streams that have similar allowability requirements. We do not have this data in house and need to obtain from the LEAs through a survey/self-reported process which creates significant challenges without the small reporting time periods provided. If cumulative data is preferred the reporting structure should have been setup differently to address the need. The release and confirmation of reporting requirements should occur 6 months prior to the open reporting period. We specifically asked for confirmation of the reporting requirements and templates last November and were not provided clarity until the end of January of this



year. The lost time resulted in a rushed process and did not allow the LEAs the additional time to respond. To further complicate matters the transition from DUNS to UEI and consolidation of data based on these identifiers created challenges for the reconciliation of data and reporting of multiple periods. We should have been able to report out on each school individually as defined within our own state reporting and identification structure rather than being required to consolidate.

The ESSER APR is a terrible burden to states and districts and beiges a complete lack of understanding regarding how school finance is conducted on the part of the department

The website is very sensitive and when it shows errors, it only lists the first four or so, and if there are more, you have to submit, clear those errors and then submit again to see if there are more errors.

By providing spaces for data notes and additional optional narratives.

Guidance for annual reporting has not been timely enough to allow for states to clearly and accurately implement a system for obtaining data from local educational agencies (LEAs). Dates for annual reporting have also not been announced earlier enough, causing significant issues with disseminating information. Additionally, the reports do not allow for LEAs to accurately report changes to expenditures that occur between years without putting a significant burden on states and LEAs to redo reporting each year.

**Q46. Which of the following best describes your job role? (Other, please specify)**

Program Specialist

Program Specialist

## CUSTOM QUESTIONS

**ESSER - 2023 - Q72.5. Describe how the Office of State and Grantees Relations can further empower you to make decisions about the implementation of your ESSER grants**

Liquidation extension requests - please provide information about the process under CRRSA and ESSER and adjust the timeline so that requests will be accepted before the end of the period of obligation.

Assistance on where flexibility is offered, as opposed to those non-negotiables. Promising practices on what other states are doing to think past COVID, and prepare for the funding cliff that's coming.





Have technical assistance documents that are accurate and helpful for the subjects SEAs are requesting the most assistance in. Don't hold webinars or Q&As if you are communicating inaccurate information.

Improve the timeliness of guidance and responses to eliminate delays in our communication to the field. Ensure that the guidance issued does not conflict with other requirements and or clearly define how those differences are allowable

The grant staff are fabulous and have been very helpful and responsive. Overall though, the timeline that USED takes to make decisions is very slow and sometimes very out of touch with what is happening in the states, our ability to gather data in a nimble way (for example) and the challenges this funding presents at the state and LEA level.

By responding consultations and request of approvals in a timely manner and allowing flexibilities and waivers of program requirements that are making difficult to meet program implementation.

Our State is empowered to support LEAs with these funds with fewer reporting requirements and timely dissemination of information. Each new piece of guidance or reporting requirement that isn't shared in a timely manner means more time our team is not supporting LEAs to appropriately spend these funds. Additionally, while we appreciate the importance of oversight of these funds, it can be difficult to balance competing priorities when there are multiple, separate reviews or data collections occurring at the same time. For example, responding to Improper Payments Study requests at the same time as annual reporting significantly strains available resources to respond and to continue work to support LEAs in expending funds timely, and for allowable purposes.



## English Language Acquisition State Grants (Title III, Part A)

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

Use more plain language and key term searches.

While there are many useful resources on the website, it is difficult to navigate. I would suggest using better descriptions for resources - often there is just a link with no explanation of what the item is, other than the title, which is not always helpful. FAQs in conjunction with the Laws, Regulations, and Guidance would also be helpful. The current FAQs do not address general questions regarding regulations. The Tool Kits are really useful and are not described at all. I am reluctant to put links to the OELA pages from our state page because it is so difficult to navigate for LEAs.

Improvements are noticeable, the site has improved in the past months. No specific improvement to add at the moment.

Have all things pertaining to Title III under one heading, rather than general headings with information on Title III dotted around. I feel like I may miss information when I am just clicking in and out of broad headings.

None

It needs to be more user friendly. I can be difficult to find documents. The website needs to be more concise and label where certain documents can be found or have some sort of how-to tutorial

Organize it better and something that makes it more inviting to look at and see what's there. This can be done while also meeting ADA.

Just keep listening to stakeholders and providing applicable resources.

The ease with which information is located is inconsistent. The search app provides irrelevant material in search results. Overall, the site could be enhanced to make it more user-friendly.

The website could provide state specific guidance that needs to go out to districts and any updates that need to go out. A manual for Title III English Learners and Immigrants such as updated guidance.

I often find that I am unable to locate what I am seeking, even when I put in what I believe are clear search terms. I also feel that some of the information on the site is outdated. While I understand having older guidance documents available, it would be helpful to have the most direct access to the most recent and up to date information.

There are so many broken links and dead ends. It is just really hard to find information.

Needs to be kept up-to-date in more timely fashion

Better search capabilities for specific questions



Search functionality improvements, reorganization of materials so things are more logical / intuitive to find.

More modern/updated guidance easier to search.

Keep all guidance and information, specifically monitoring information, current.

There are limited resources. It would be helpful to have resources organized by topic. NCELA, hosted in partnership with USED, is very helpful with a lot of timely communication and resources around topics that most SEAs and LEAs are challenged with at this time.

The shift from Title III to OESE to OELA will hopefully streamline and centralize some of the resources that both offices produce. For instance, some of the key OELA resources like the EL Toolkit are somewhat hard to find on the OESE webpage. Some resources currently at OELA are not able to be found on OESE (i.e. data stories, gifted and talented ELs). So at the moment there remains some disconnect.

N/A

Improve the search features and use a better smart search function. Categorize results of searches better. Our main challenge is locating the materials to begin with. When you search for Title III, you are still often brought to the text of the NCLB version.

Could be more intuitive and user-friendly

None at this time.

Ensure that all links to historic documents work or don't list them as available documents.

Make it more user friendly. I am never able to find what I am looking for without googling.

Too much material, it needs to be archived.

I truly benefit from results.gov website that's used for the migrant program. something similar in formatting and organization would be extremely beneficial

N/A

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**



More explicit and plain language guidance would be useful. For example, while preparing a presentation on the equitable grading of English learners, I had to cross-reference several different laws, court rulings, and guidance documents to prove the simple statement that it is unlawful to penalize English learners in grading due to their lack of English proficiency.

Information that comes out by e-mail is often very lengthy. I rarely have time to read with that much detail and it typically is unnecessarily long. Keep it shorter! The newsletters are nicely laid out and easier to navigate- thanks!

Non-regulatory guidance is strong. FAQs are great. I would like to receive a monthly EL newsletter with newly released documents or data, or focused research and initiatives.

None

The documents provide very general guidance, details on how the funding could be leveraged.

N/A the documents that are available are top-notch

More in depth details related to content--Lau plan, consortium guidance.

Non-regulatory guidance needs to address more issues than assessment and Covid. More guidance needs to come out on how to address LEAs on issues that address students.

I lean into the non regulatory guidance a lot, but it doesn't cover a lot of issues that we face. Especially pertaining to Title III and Private schools. As an example, I was looking for an answer to the question... Do teachers provided by third party vendors have to be licensed if they are providing service to private school students? Clear in Title I guidance, but not in Title III... it only speaks of the language assurances. I would like more concrete information- less grey. The private school new Draft for equitable participation... Title III section feels basically non-existent. How does civil rights interact with private schools? With most private schools not having anything in place for ELs at all... how can you determine what is supplemental to something that doesn't exist in most cases. There are just some examples of challenges.... Is there even a newsletter?

Our program is different from those in the rest of the country which means that some of the regulations and explanations don't neatly fit with our program. So, in a sense, it makes sense that, for us, the scores might not be perfect. I am not sure anything can be done to help this.

Information from Title III, Part A is very limited.

Search capabilities in the documents

Communications may need to be better organized. Specificity of information is more appreciated.

I don't personally receive much, but the documents could be updated more regularly.

It would be helpful to have guidance for SEA as it relates to its Equitable Services responsibilities with State Activities money.



I haven't had trouble accessing documents and finding the things I need.

We do not receive Title III specific guidance very often, unless it is about the fiscal grant details or required reporting. It would be nice to continue expanding the resources available to help with program management as well.

I would like to see more frequent communication from TIII programming. The documents and resources produced are always of high quality yet there are times when I go long stretches without many updates or reminders from TIII. In contrast, Office of Migrant Ed sends consolidated resources on a regular basis so feel much more engaged with USED in my work there.

Non-regulatory guidance (Sept 23, 2016) could be more comprehensive (detailed) in Sec. A-11; Non-reg guidance (2019 addition on Entrance/Exit of ELs) could be more comprehensive regarding timeline for "erroneous identification" in Sec. 4 (p. 3); Equitable Services to Private Schools Non-Reg Guidance could be more comprehensive regarding paying for initial and continuing eligibility assessments; Clarity is needed on using Title IIIA funds for activities that "enhance an existing LIEP".

We understand the challenge of providing pertinent information while tailoring to the needs of all the different states/territories. The resources provided are good and often prompt follow-up clarifying questions which are not responded to in a timely manner (will often take a month).

Readily available on the webpage relating to Gifted Education.

Consider additional guidance documents that clarify legal responsibilities for SEA, LEA, and schools for English learners with disabilities.

blast emails is great - quarterly updates with common FAQs would be greatly appreciated.

A great deal of the guidance should be updated; i.e. a review date could be added to the documents.

### **Q33. Please describe how we could improve the grant reporting process.**

Most of my challenges have been the result of inadequate state-level systems.

Although the CSPR is not difficult to complete, it seems like a useless exercise. There are no definitions provided for the program model types which means that we (SEAs) are all choosing whatever we think is most aligned. This is an example of "garbage in, garbage out." Similarly, the question regarding activities under Title III may align with what is allowable, but these are not things we are required to track in our LEA grant applications, so we really don't have a good idea of which LEAs are using funds for these specific activities and can't easily compile those data. Again, the activities are also ill-defined so I don't think these data are useful at all. In terms of the calculation for how long before funds are made available, there is still a lack of guidance on how to calculate this accurately. Are we basing this on when we, as the state, are able to make funds available? Or how long it takes, on average, for LEAs to complete the application process and begin receiving funds? Do we include when they access SAS or only when they have a completed grant application? When I have asked questions about all of these things, I have received non-answers. There seems to be a reluctance to define these items in order to allow for SEA interpretation, but again, if that is the case, what is the point of these data? They will be all



over the map unless better guidance is provided on what is being asked and why. Understanding the purpose of the questions would go a long way towards improving the report and the data that are collected.

I have seen some of these data shared in presentations and while interesting, knowing what I do about the data quality, I don't find them very useful at all. It would be really useful to know how many LEAs (and what percentage) are participating in Title III Consortia, for example.

Finally, I am curious about how the information regarding the number of ESL/bilingual endorsed teachers is used. It takes quite a bit of work to get these projections every year and I am not even sure how accurate they are, given that we are moving to more inclusive EL program models and away from a "specialist" role. If I were to be totally honest, I think the number needed would be more along the lines of "every teacher in the state."

The CSPR is created and submitted in a data vacuum. I see the value of all the data submitted, however, I don't seem to have the option of correlating data in a more immediate timeframe to expediate its value. It would be great to see a link between LIEPs adopted and EL levels and progress.

I could submit the CSPR Report thanks of the support from CSPR DEPR Coordinator.

The upcoming changes will support improvement.

The current webinars and created resource have gone a long way towards making this process more understandable and easy to use.

The tool could automatically send the answers to MSIS. It could assist in showing the LEAs in the choices that they selected in MSIS.

The recent webinars regarding data submissions have been helpful.

For us, sometimes the categories on some of the reports do not match exactly the way our system categorizes things so it does make it somewhat difficult to report. However, I imagine it would be impossible to have everybody's categories across the country match so this is probably an issue that would be difficult to change at your level.

There has been more information about data collection, but still burdensome and confusing.

No suggestions

Some of the topics for reporting information are very broad and its difficult to understand exactly what kind of information ED is looking for. Also understanding what ED uses the data for - is it information only? Is the purpose just to collect data? Is it used by ED to make recommendations for program improvements? Could ED provide recommendations based off the data? We don't find the CSPR data for Title III Part A to be all that helpful for our program in general. Perhaps some training on how ED sees the CSPR data being helpful for us. There is no differentiation within the CSPR data for Title III English Learner grant and Title III Immigrant data. We have districts who only receive the Title III Immigrant funds, but their data doesn't match what's collected in the CSPR reports.



This is a portion of my work I don't really understand and when I've attended meetings to try to learn more, I feel like I struggle to access what is being discussed because I'm in need of a CSPR 101 training. :-D

Some of the reports are too complicated and specific to be meaningful - FS 210 in particular. Other reports only focus on students in Title III programs which, while I understand why, is not super helpful from a SEA perspective. We need to examine how all our English Learners are progressing. In order to do that, I have to have two sets of reports created.

There were many helpful webinars this year to support reporting, which were excellent and very helpful.

There have been considerable efforts of late to support the CSPR process for Title III and it has been very welcome and helpful - specifically via the virtual meetings and the recently released guidance. As you know, there is still confusion surrounding LIEPS and how to accurately collect that data from the field. Other recent points needing clarity, such as TIII teachers have been further clarified in the recent reporting guidance released. So things are moving in the right direction!

Our biggest challenge with reporting is still around the Title III Teachers report. We asked for clarification on who exactly needed to be included and were getting conflicting feedback over the course of 18 months. This back and forth information led to issues with us being able to collect that data. For example, do we report on those educators who have an ESL Endorsement or not? Licensed or not? It is still not perfectly clear to us. It is difficult for us (on our end) to determine exactly which educators are providing ELD in order to answer the Title III Teachers report. When districts self-report, which they are currently doing, the data is wildly varied.

The addition of the webinars and COP around CSPR and Title III are greatly appreciated as a next step in supporting states. The Guide to Collecting and Reporting Title III Data has been needed for a very long time and is appreciated.

How to use all this data to help improve our own districts is an area that is not as clear as it could be. In an ideal world, could all this data we report then be used to produce a snapshot of a district or of the state to help us improve practice?

Include requirement to correlation of assessment results to purpose of the application.

No recommendations at this time.

N/A

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

I would like more detailed guidance on a variety of issues, including preK programs, how to implement Title 1 vs. Title III distinctions after ESSA, graduation requirements that penalize immigrants, etc. I would also appreciate more instructional support, as most of what we use comes from WIDA.

There seems to be a lot of time spent engaging in activities related to data and data quality. It would be nice to move away from data and talk more about program implementation. I always appreciate the



sessions during CCSSO EL Collaborative meetings, but many of the recent virtual offerings have been largely focused on EDFacts, which our data department handles, so it is not even relevant as a Program Director.

I appreciate that there has been an increase in webinars and the CSPR Guide was helpful, if not a bit late. Compliance under ESSA has been the focus for 7 years. The content now needs to focus on the expectation of EL instruction, with best practice documents that support, LIEP models, scheduling impacts, strengthening administrator roles and focusing on areas of need such as CTE opportunities and graduation pathways. Beyond Compliance is the content need. Webinars, non reg guidance, templates or PPTs from USED would help.

It would be great if the Department resumes having a yearly Title III meetings with SEAs.

None

Provide more training opportunities or informational webinars

There is very little TA provided since the Trump administration began.

I think that there is still a disconnect with feeling you can reach out for support, which is more on our side and isn't something projected from USDE.

Improve response time

Assistance other than data facts and CSPR is needed to implement programming.

Regular states meetings (maybe quarterly) that pertain to Title III with opportunity to submit questions/wonderings in advance.

My only wish is that there was better training. The modules on the internet are either no longer available or out-of-date so I feel as though I have had to learn my job by simply jumping in and hoping I don't drown.

No suggestions

We have not interacted with department staff sufficiently to answer this question. We do not have an assigned consultant to the state - we don't know WHO to contact. We do not have a developed relationship with anyone at ED which makes us reluctant to reach out when we have questions.

I rarely have the opportunity to interact in these ways.

Reconvene ESEA Consolidated State Grant conferences.

The trainings organized by West Ed., and OELA were very helpful this year. We could use more support with grants management (e.g., managing consortiums, support with consolidated monitoring in small states, etc.).





I would love to have more peer-to-peer opportunities. Perhaps a quarterly regional meeting where my surrounding states and I could share practices on grant administration, using state set-aside effectively, monitoring practices, etc. could all be shared and more in depth discussions had.

Virtual webinars (timing and structure) have been extremely informative and helpful, although they may not always enhance my skills to manage a successful T3A program. I would love more evidence-based practices, resource materials, and opportunities to share with other SEA leaders. Practical ideas on how to encourage LEAs to use evidence-based practices and gather their own effectiveness data. Even ideas on how to gather and share SEA program effectiveness data.

We know to use evidence-based practices, but we would appreciate specific examples of how other states/districts are implementing best practices in Professional Learning, enhancing/improving LIEPs, and Family and Community Engagement. Providing opportunities for peer-to-peer exchange of ideas in these required activities would be beneficial just as the Community of Practice around Title III and CSPR have been very helpful. It would also be helpful to know effective ways other states are implementing State level activities.

We were unaware that part of technical assistance included assistance in developing resource materials for use in our Title III program.

Reach out to states to check if they need something or TA.

For SEAs with a small number of staff providing support/leadership for programs that serve English learners, consider developing and sharing training materials around key issues.

the office is starting collaboration meetings and updates - which is great. bringing up the Title III state directors would be greatly appreciated.

N/A

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

REL NW

Region Two Comprehensive Center

Regional Laboratory - Southwest

[NAME]

Regional Education Lab and Comprehensive Center

Region 11

OESE.titleiii-a



[NAME]

Emailed TA

West Ed.

Education Northwest

Region 15 Comprehensive Center

Region 15 Comprehensive Center

REL

**Q46. Which of the following best describes your job role? (Other, please specify)**

Program Coordinator

Program (Grant) Manager

## CUSTOM QUESTIONS

**TITLEIII - 2023 - Q43.5. What services provided by the Department have been most helpful or effective? (Please cite specific examples)**

The Community of Practice.

Individual technical support (e-mails and answers to questions) have been, by far, the most helpful. Staff are always willing to help and responsive to questions, even if they aren't always able to provide all of the answers we seek.

Q&A presentations during meetings or conferences.

Webinars are great - although too few.

March 2023 CSPR Data Guide

Having Title III supervisor meetings annually was most helpful. It would be nice to reinstate the face-to-face meeting in DC.



Communities of Practice and review changes on EDFact.

EL SCASS presentations

The most recent EdFacts support is all.

CSPR webinars and document, COP on LIEP

webinars

The CSPR training.

Regular presence at NAELPA Board meetings to share information and answer questions is incredibly helpful.

I love the community of practice and the webinars that are offered. Especially surrounding all the data elements!

I find the webinars useful but, because our program doesn't easily fit with others, sometimes it doesn't give the specifics I need. But I would not suggest changing that. I have found that when I have questions and reach out to my contact with the Federal level, the help I get is awesome. So that more than compensates for the ways in which some details don't fit with our specific situation.

Have not been to many Title 3 specific opportunities

Personal emails

The only thing that has been most helpful is the non-regulatory guidelines which have not been updated for several years. In addition, some of the webinars provided have been helpful with training new staff on Title III. Besides this, the communication and offerings have been mostly one-way from the department to us. There hasn't really been opportunity for two-way communication.

webinars - I've attended a few webinars that I found helpful. Not able to remember specific titles.

Expectation and clear guidance surrounding the CSPR data collection.

webinars

The opportunities we have to collaborate with other SEAs through the specific Community of Practice groups, specific to our ESEA programs. I participated in both the Title III and Migrant Education groups, which were incredibly helpful and well run. They provided resources and examples, but also time for debriefing and collaboration with other states to share additional resources and wisdom. I wish we could have a whole conference or more time in these groups. They are worth my time and really help to improve our programs nationally.

The CSPR webinars and data reporting guidance released has been the most helpful support over the past year. It was a sign that the field's concerns were being heard and it opened a dialogue as to our challenges. Improvements have since been made in reporting procedures with that support.



Peer Learning, webinars, communities of practice

Providing answers to questions asked by members at SCASS meetings to common challenges. Coming and presenting in person and allowing a time for Q and A and answering questions (whether in conferences, webinars, COPs, etc.).

Community of Practice, updates webinars

Webinars

Non-regulatory Guidance

collaborating meetings and USDoE webinars

Currently working with the REL group re ELP Indicator.

**TITLEIII - 2023 - Q43.6. How can the Department's services be improved over the next year to better meet the needs of your State as you implement your Title III grant? Please cite specific examples.**

More specific guidance dealing with our state's unique population, particularly Native American ELs. I would like more of the assistance to be focuses on improving education for English learners, rather than endless discussions of data, data reporting, and data quality.

I think there is a reluctance to "go beyond" what is already available in the existing Title III guidance documents. Many SEAs are asking the same questions. We need OELA to be able to provide answers to the questions that we can't already find in the regulations and to draft new guidance when these questions arise. Be bold! Be our leaders! We need you!

It would be helpful to have access to a summary doc where the year-to-year changes are listed, maybe with a link. For example, terminology changes would help, we are moving from home language to native language, however this was in an EdFacts data reporting file, I wonder where else this information is communicated.

I would like to see the Department hold an annual Title III meeting for state Title III Coordinators. This position is often solo or in a small team and holding a networking and informational conference would be greatly appreciated. Also, some information released comes to the Title III Coordinator, but some goes to a director or data manger. The release of information seems sporadic and sometimes sparse, having a regular newsletter or even conversation forum would be very helpful.

Continue the quarterly meetings, and perharps meetings with state with similar situations.

Bring back the federal program meetings held in DC.

I don't think I consistently get notifications about webinars.

They could have a better website with guidance modeled after results.ed.gov (OME).



Be responsive to questions sent to the TA email. I have questions that I emailed months ago that still have not been answered.

Communicate with state project directors. Coordinate with other federal programs.

more specific webinars, or more often

More presentations on State Plans, guidance to LEAs.

I don't feel that the Department's services are very helpful if I have a specific question. In my experience, it takes months to get a reply to a question and I am reluctant to share too much information because I don't want to trigger any red flags. I think we are all out here doing the best we can but as a state representative, I am asked a lot about allowable activities and I have to interpret the available guidance as best I can. If you issued more frequent guidance, including scenarios and FAQs, it would be very helpful.

Do more of the same with Title III grant administration- The title III modules director modules are helpful, but I would like it more explained and elaborated.

My only wish is that the training modules that were once available be made public and easily accessible again.

More about Title III

Please make surveys shorter

Similar to what we responded above. We need updated non-regulatory guidance, better two-way communication that helps us build trust in your department, and relationship building that helps us to know who to reach out to and that we have a partner in Title III and not just a monolithic organization that doesn't care.

I have very little interaction with the Department. Curious about peer learning - what would examples of that be?

Hold a convening whether virtual or face-to-face for program directors.

More opportunity to collaborate with other SEAs and more live time with USED support staff to answer questions we may have. Sometimes, we have to wait a very long time to get a response from USED staff and email communication can make it difficult. Could we have quarterly live meetings with our regional reps?

As mentioned, more frequent updates, reminders, and check-ins from TIII and the OELA office to state directors is needed. This allows us to be more engaged with USED and with each other.

Support on evaluating effectiveness of Title III grant statewide; support evaluating state plan entrance/exit procedures; support on best ways to support LEAs' implementation of Title III grant

A face to face Title III Directors meeting/conference specifically to allow peer to peer exchange as well as interaction with Title III staff directly would be helpful. Please continue to work on timeliness of responses to emails (including updates about an ETA for those responses).



open office hour sessions could be helpful

The resources and the website were not familiar to me because I was new, but no one in the department introduced this to me.

Additional guidance related to the legal requirements for English learners with disabilities.

more Title III state directors/coordinators focused meetings and webinars would be greatly appreciated.

N/A



## Foreign Language and Area Studies Fellowships (FLAS)

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

Visually more appealing.

I find it to be sufficient and well organized. I have years of experience related to FLAS however, so that helps.

I know a redesign of Iris is on the horizon, but I mostly know how to find what I need.

The website looks very plain. I think it would be helpful to include some graphics or tables that contain a breakdown of FLAS budgets for students.

The PAM is great. My positive responses were related to the PAM.

N/A

The new IRIS login is difficult to use - language instructors and FLAS fellows have a difficult time trying to get past the login.

Search results might improve if specific grants, like specific books in a library catalogue, would be associated with a variety of keywords not necessarily present in the formal title of the grant.

The website has all the information I need. This information is clearly presented and easy to find. No suggestions for improvement.

I just started my position in December 2022 and am finding IRIS a bit laborious!

Possibly organize to provide section specifically for applicants, and another for awardees,

There were some pages with outdated information

Provide context and guidance on the general architecture of the site and tips to take full advantage of the site.

More user friendly interface.

There is just a ton of information.

Perhaps an easier way to look up reports to be approved. I am not clear on the logic of the numbering and so they are confusing.

We don't use the website, unless you're referring to IFLE/IRIS (which is still quite a problem).

clearer menu options. Opportunities for additional information, active live chat



**Q33. Please describe how we could improve the grant reporting process.**

A better understanding of how the information provided by the grantee is used.

Because we award much of our summer funding to students whose home institution is not ours, from so many diverse programs and levels, it would be amazing if the reporting system could generate analytical data or even graphs on things like demonstrated financial need, 1st Generation designation, Professional School award recipients, etc. I collect and track all of that and more manually to maintain an ongoing clear picture of impact, but the technology is there to automate it and more easily generate more longitudinal data.

Thank you for getting rid of PMFs. I am still not entirely clear on how DoE uses things like long, long, long course lists and lists of faculty publications.

N/A

More data sharebacks like the one at the October Directors meeting would be great.

With FLAS, having a way to edit student reports would be helpful. Sometimes fellows neglect to input all of their grades and then are unreachable for a number of reasons. The FLAS coordinator would benefit from having access to these reports to add information we can easily access from the student's university record. Also, each term a number of fellows and instructors struggle to log into IRIS with the information they system provides. I'm not sure how to improve the accessibility of the system, but perhaps someone with programming expertise could create a more streamlined way for occasional IRIS users to access the system.

Streamlined on-line portal.

The process is great. It is sometimes difficult to track beneficiaries of funding and to report on all of the benefits of the program, which extend well beyond the narrow activities to which the funding goes.

I just started in December 2022 so have not yet encountered these reports

Would be great to streamline/coordinate the different bureaucratic requirements (for example, it has been hard to manage the FlyAmerica reporting requirements).

We recognize more clearly the administrative as well as student-facing workload of a FLAS coordinator position - and would suggest, if the highly detailed, low-flexibility, heavily scrutinized reporting requirements remain in place (likely, given that these are federal funds) in the next round, that institutions be permitted to include a fully-funded FLAS coordinator position in their FLAS application, rather than this being in the NRC application.

the evaluation metrics for reporting are not always clear

Amount of data needed requires hours and hours of work.

Some of the questions are repetitive or are not always applicable.





Feels pretty pro forma. Not a conversation that could lead to meaningful change. For example, the way libraries make purchases, use holdings, has completely changed over the past decade or so. The emphasis on the grant on purchasing materials doesn't seem to be in tune with current practices. That said, I don't see the space for a productive conversation about this. And I wouldn't want to risk proposing something different and then being docked points for it.

Frankly, some of the data you expect from us violates the University's own privacy rules and regulations. For example, asking for FLAS recipient emails past graduation is a violation of state policy. We don't have a clue how you utilize the information we report.

mostly a problem with clarity when instructors and students need to submit information

**Q46. Which of the following best describes your job role? (Other, please specify)**

Center Director

Program Manager

## CUSTOM QUESTIONS

**FLAS - 2023 - Q23.5. What can Foreign Language and Area Studies Fellowships do to improve communication with you?**

Email directly to Associate Directors/FLAS administrators, rather than using newsletters.

they are doing a fine job of communicating with us

I am very pleased with the level of communication. Not too much that it clogs our inboxes or leads to oversaturation and not too little that I feel out of touch. Thank you!

N/A

Communication from the program officers has been limited during this new grant cycle. As someone with experience from 2 previous cycles, I feel like I understand the processes well and can execute the grant without additional guidance, but some of the finer points of the PAM and regulations about allowable and unallowable expenses are unclear to my newer colleagues. More communication about how the FLAS reports are used and what information (beyond the basic program and budgetary information) would be helpful to demonstrate our institution's strengths and areas for growth would be good to start this new grant cycle on a firmer foundation. In 6 years of managing FLAS for my institution, I've not had clear feedback about reports other than when student grades were missing. FLAS coordinators could benefit from getting a broader perspective from our program officers about best practices for reporting, how the reports are used, and what unique strengths other FLAS centers/language programs have that we might be able to emulate.



Regular check-ins and updates

Communication from Foreign Language and Area Studies Fellowships is optimal as it is.

I have been very happy with my interactions and my questions were always answered quickly and clearly.

(This is on us) - we might benefit from a monthly scheduled check-in.

More frequent updating

All is good.

Communication is adequate, efficient and clear.

Would like to be able to recruit graduate student with FLAS, however the notification came so late in the admissions and enrollment cycle that we lost highly qualified students from

underrepresented background. (This is only the year of grant "renewal ".).

As far as our interaction with our Program Officer is concerned, we have nothing but the highest praise, commendation and respect. [NAME] is a true committed professional. He helps us immensely. The process is very smooth with two tiny issues: we can't award FLAS with any precision on the first year of the cycle since we don't know \*if\* we'll have funds. This creates an automatic underspend the first year. And please, don't change the amounts to stray and strange ones that don't match the awards. This makes spendout of the entirety of the awards very difficult as we always have remainders too small for one summer FLAS, and two big for travel awards, etc.

**FLAS - 2023 - Q23.6e. What is your preferred way to communicate regularly with your program specialist?**

Multiple



## Full-Service Community Schools (ESEA IV-F-2, section 4625)

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

Add staff contact info, a calendar of pertinent dates, specific resources related to the FSCS grant for those of us who are not Promise Neighborhood schools, links to resources for FSCS.

I haven't used it.

N/A

Brief videos or infographics for guidance on topics where applicable.

inform all grantees about this as a resource.

Links to all the grantees, highlights of the programs, contact information for project directors, upcoming learning opportunities, deadlines, processes on how to complete reports, etc.

Honestly, I have not used this site much. I do not think it has been promoted much on how to use it.

More spotlights of grantees aligned with the Pillars

No suggestions at this time.

More user-friendly. Make sure information regarding due dates for grants is clear. Last year I could not submit my report because the site thought that the deadline had already passed.

More hands-on and relevant information to support grantees in reporting, compliance, etc.

I can usually find the information I am looking for on the website.

I have had a very good experience. I receive prompt responses, great advice, guidance, and assistance.

The website is very good. it is easy to get off FSCS pages and into more general OESE pages. Not sure how much that is a problem or what to do about it. Would be good to have a page that is easy to find of grantees. It may be easier to reach out to collaborate with another grantee in the area or within the same grant cycle.

have FSCS practitioners help design it, organize content in buckets that make sense for practitioners, maybe include video testimonials by FSCS practitioners on key issues/challenge areas

I think the website is fine.

Providing abbreviated program descriptions and links to resources



**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

The reporting template is difficult to load on my computer due to its length and numerous bookmarks.

Perhaps a 1-page, bulleted summary as the first page followed by the complete information. One must wade through a lot of description to find dates, online meeting links, etc.

The communication has already improved and I appreciate that.

I think it would be helpful to have examples of some of the answers needed for the APR.

Ask more what I am in need of

N/A

none

It would be great to house all of the documents on a shared site in folders related to the topic they address. I will say, the guidance (documents, webinars, 1:1 support) FAR EXCEEDS our experiences the last four years and has greatly improved with the team in place

The reporting documents are changing, will have feedback after completion of first round of reports.

Emails are overall, detailed and clear.

In my experience since 2019, when I started this program, there has been a major improvement with communication. Since, [NAME] began handling outgoing communication, such as newsletters, blast emails, and essential resources, I have been better informed. Grants officers have provided great guidance on proper formats and use of forms, which made my job easier.

it maybe beyond control of FSCS but last year's APR submission through G5 did not have the same timeframe as had been shared several times by FSCS. the window closed eastern time though grantees were told it would close 5pm pacific time (8pm Eastern).

have FSCS practitioners design this, so it is useful re: content and depth of information

The only problems i have is with the APR and ADHOC. However, it seems improvements are being made

I feel like communication from the program is very limited beyond an occasional call to answer a question or update on an upcoming webinar for reporting

Nothing to report



The reporting documents include repetitive information. All budget related information should be aligned in one section on the Ad Hoc reports. These are split among the document.

**Q33. Please describe how we could improve the grant reporting process.**

G5 is not easy to use; it has not allowed me to submit my APRs, I'm not sure exactly which forms to fill out and if they've been received. It's also difficult to have to change the password so often - once a year would be much better than every 6 months.

Sections of the report repeat what's already been asked in a different way. It would help to streamline the report.

Provide examples of how to complete the APR.

If the first report could be robust is fine, but then the following years a simpler form that show the progress/needs would be better than having to do the same exact report again. The redundancy of the report in various areas of the report is not helpful. Hard for me to break this all down to see how I can improve with my partners and district. A simpler report would be best or good assistance in how other agencies use this data would help.

Provide a completed "exemplar" report as a template for users to develop best practices.

More space to write the narrative and to explain what we are doing. Ability to put pictures in to demonstrate the work.

The directions are not clear on how to submit to G5. Even after getting help, I was still unable to submit on G5. It is frustrating and stressful including a lot of wasted time trying to figure it out.

G5 is old. It is problematic. It should be updated.

The grant report is incredibly repetitive in asking for successes and challenges multiple times in slightly different ways. The way that performance measures are reported are also difficult to use towards programmatic improvement as they are focused on whether you met a goal for target served under the project objective vs met your actual performance measures.

Many improvements have been made over the years, no suggestions at this time.

I don't feel like anyone reads our reports and there is soooooo much time put into them it would be nice to gain some feedback or a sense of the department knowing what we do or are working to do. Just hoping you are submitting everything correctly is scary especially moving into year 5 and have never had any input.

Fewer redundancies in questions.

I don't think we really know what happens with the data we collect and report on. Additionally, the data we collect don't always tell the full story of what we do everyday in community schools. These data / indicators don't tell the full story of students' wellness and/or behavioral growth. Most of this data is also



something that is hard to collect, as we rely on other entities to have this information. I wonder if there might be some changes to what types of data we are asked to collect.

I would recommend some sort of universal data collection tools or system. My program has adjusted our data collecting process many times to create a more suitable system. If there was a system in place especially for new grantees it would save a tremendous amount of time. In networking with grantees from other cities and states, they have the same concerns and experience.

G 5 system can be hard to navigate. Again not sure that it can be improved as it is such a broad system

Continuing improving the format of the APR and ADHOC

It is frustrating being tied to metrics determined at the time of the application process. I absolutely understand that there needs to be consistency and accountability. However, the stagnant metrics don't always reflect a deepening knowledge of what we should be measuring.

The G5/G6 system can be difficult. Perhaps upgrading the system and updating its functionality to meet the needs of current users.

Reporting non-duplicated numbers of students when focused on a fiscal year that crosses over two different school years is impossible to do as some students matriculate ahead a grade level during the reporting period.

Submitting to G5 could be easier. But my PO support has always been thorough and gracious.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

I haven't taken advantage of this service, except the peer listening sessions.

I do like to participate when there are trainings. I like they are offered via zoom. I liked the past one. Options for grants that are farther along would help to keep growing out initiatives.

The format and being able to enter it directly into a system instead of uploading. If we could enter on a monthly basis that would be even better.

I would value having additional opportunities to create professional learning cohorts with others implementing the FSCS grant across the country, as well as chances to support those new to funding since there are many things we learned during our first years of implementation.

We need an in person conference to add depth to relationships.

TA has increased this year, we are appreciative of the additional support, no suggestions at this time.

I think greater grantee connect could get better - think it is a good start but think it could be better. Also digging deeper into evidence-based practices within the pipelines



I don't think we talk enough about "evidence-based" practices and what that looks like in implementation. I would love to hear/learn more about that.

I have been provided good response timing and support. I think that the most improvement could be in the format of the forms.

Apprcciate the outreach to link us to other grantees doing similar work

I feel this area is good.

I don't feel like there is a support network or true community for building connection and relationships. I have found more connections through the United Way's Community Schools network but wish I had these same connections through FSCS.

None to report

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

[NAME]

NCCSLE

[NAME], [NAME], [NAME]

[NAME]

IEL

[NAME]

Regional labs

## CUSTOM QUESTIONS

**FSCS - 2023 - Q68.4g. What specific type of technical assistance content would be most useful to you in the successful implementation of your grant project(s)? Please select up to 3 options from the list below: - Other (please specify) - Text**

Bringing school partners into the process so they see its value.



## GEAR UP - Historical

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

Keep information up to date, provide both Partnership and state GEAR UP grant info on the same screen but not mixed together.

I appreciate access to executive summaries about recent awards, whether at the state or partnership levels, as this helps with networking among regional directors and coordinators.

Possibly to include more information and guidance on filling out required reports.

More up to date information

It would be great if all of the program officers were on the same page. Each program officer operates as though they are running a fiefdom and it is confusing and upsetting to know that some project directors have better experience and clear guidance from their program officer.

Include links to all active GEAR UP program websites and abstracts  
Include statistics on number of students served by GEAR UP

I have no recommendations -- I only visit the site when I'm looking for something in particular and I can find what I need when I need it.

I don't know how to improve there is so much information that needs to be available. There has got to be a better organization technique. You can spend hours looking for one thing

None

it would be helpful if materials are updated on a regular basis.

A more accessible website specific to particular programs like GEAR UP where information can be easily found.

The site is bland and can be more visually engaging and user-friendly

The site is functional and with a bit of effort you can locate the resource you are in need of but it is not terribly intuitive. That being said, I understand the depth and breadth of materials that are being provided in the site so I'm not sure there is a simple solution.

An occasional email 'prompt' citing options or updates may be helpful. Without some prompts to invite or inform, it is easy to not regularly check in or get familiar with the site. Thank you for asking!

Make it more visually appealing. Have a clear resource bank for grantees.





user friendliness

More up-to-date information. Often times the materials I seek are not up to date.

Modern Look, better way of navigating through and finding common things for program Directors and staff

If I am sure about what I need support/answers for then the website is very helpful. If I am researching and not sure what I need, then it is easy to get caught in a loop.

the GUI is basic, can be tedious to navigate

The website has a library database feel. The structure and flow of site might be confusing to some users.

Make sure links work. Organize by purpose or intent so that you can find things. Keep FAQs updated. Provide more examples from field.

Post examples of winning grants.  
Improve the visual appearance.

I have no suggestions at this time.

The site is functional and practical. No changes needed.

It should only take up to 3 clicks for me to find something. Current information should always be available on the website and the website needs to be maintained for the audience of who is researching for information, the end user.

update the information more regularly; the info provided is often out of date

Materials are often outdated or difficult to find.

Simplify and make searches more useful, like studentaid.gov.

This information is helpful but the site is very text heavy. Visuals would be more engaging to the user. Videos, more interactivity would also be helpful.

Provide the most updated information in a timely manner.

Nothing to add at this time.

I think it does a great job for our current needs

Continue to modernize the site and pages.



There is a lot of text to get through in order to find what is needed and useful. Having information categories that lead to specific portions of the information could be useful in getting to the required information.

The site should have toolboxes for every level of essential staff personnel. It should be easy to receive information and guidance about regulations and management of the grant. The APR and FPR should match what's in the portal.

NA

It needs to be more user-friendly. It can be

No recommendations.

Make things easier to find when we are looking at grant regulations.

Modernize it.

It's hard to offer suggestions as I recognize there's a lot of information to parse through.

Have not access the site recently

Site is functional with regards to data on grant and providing global updates on current or upcoming changes but it is sometimes can be challenging to navigate. An improved help feature with tools such as how-to videos could be of assistance.

Best Practices, Ability to see other GEAR UP program locations

The language on the APR/FPR portal can be unclear.

Simplify / make more visually dynamic

No suggestions at this time.

Contextualize links & resources, demystify some of the content. A lot of links to guidance feel esoteric for new grantees, partners and/or administrators. Aesthetics go a long way, more attention could be paid to creating a welcoming website. Consider showcasing the why in aesthetic appeal--think about who these programs benefit and show GEAR UP in action.

I would like to see more of the GU sites showing links to other sites or programs around the US. I would also like to see tool kits for our "newbies"

**Q33. Please describe how we could improve the grant reporting process.**



Make fields that are the same every year (schools, partners, etc.) carry over from the previous report. Do away with course completion and college entrance test questions. Course names change and aren't relevant and fewer and fewer colleges require the entrance test so it is a poor measure.

I find instructions and expectations to be clear and easy to follow.

Provide more guidance in filling out some answers.

1. It would be helpful if the APR did not change during a 7 year cycle -- so that the same data is requested each year. It's difficult to know what data to collect to be prepared to include on the report when the question will be asked differently than it was before.
2. It would be extremely helpful if the APR requested participation/demographic data for the same budget period and they request for fiscal data. To discuss services from the previous year and the budget of the current year is very hard. It seems like that would also be hard to understand how the budget funds were used to provide the services, because DoE would have to look at two separate APR to put the services provided and the expenditures to provide the services as well.
3. Match reporting is also very difficult to do in mid-year. Many partners are not ready to fill out current year match forms by March end -- especially if the services they intend to provide are in the summer -- but may not actually do. So if you were reported match from previous year (like the services provided) you would have ACTUAL match for the full year, not Actual + Anticipated = maybe this will be what the Match ends up being. Oh, and then there's match relief is just a check box. So, how does that factor into how match will be reported in Year 7? Which I'm sure DoE doesn't know yet, but some communication about that will be helpful in preparing for the FPR.

Making sure every question has a need to be answered.

A helpful idea for us is to have the grant administrative information prepopulated from the previous year. If something changes we only make that update.

Understanding how and where the government reports our data.

none

since the APR requires us to provide unduplicated headcount of participation data, and we serve over 10,000 students, we had to spend a lot of time tracking the data by student-level. It was also difficult to track parent engagement data since we don't have parent information in our database.

Improved communication on any changes to the report.

Several of my colleagues have ongoing questions and struggle with gaining access to some of the data needed to report due to the structure of the grant. I am sure more hands-on support from the USDE would be appreciated.

A wonderful improvement to the APR would be allowing for uploading of partner data and school data through a spreadsheet or saving of the data from one year to the next. The time spent on data entry of these items that do not change from one year to the next is tedious and time consuming for grantees.

It is difficult for new GEAR UP programs to understand reporting periods, especially in regards to carryover and community match (gift-in-kind).



The APR has several typos. The instructions are not clear for questions. For example, in the GEAR UP APR section VI, question 1, the instructions say, "Please complete the following table indicating the number of GEAR UP students who have successfully enrolled in the courses identified, for the prior academic year." The data reporting period is already the prior year (i.e. in April 2023 we are reporting on Oct 1, 2021 - Sept 30, 2022). So do these instructions mean prior prior? It is not clear.

competition ratings and selection vague

There needs to be proactive communications sent out to directors of grants that are expiring regarding the deadline and process for submitting the FPR.

Any updates to the APR should be communicated 20 months in advance due to the way the cycle works. For example, if the data collection cycle is June 2023 through May 2024 for an APR that is due April 2025, we need to know the changes by June 2023, so that we can change the process for how we categorize and collect data before the cycle begins. Changing the data collection definitions mid-stream will not result in clean or clear reporting.

I was not a part of the original committee which submitted the grant application so I am unable to speak to that process.

It would be nice to know specifically how the Department uses individual program data for advocacy with congress.

More precise and practical questions that don't need interpretation.

I have no improvement advice at this time.

Add more about the purpose. More flexibility to talk about the good things. PLEASE FIND A WAY TO CARRY OVER DATA FOR SCHOOLS AND PARTNERS FROM YEAR TO YEAR!

Eliminate the Tables in Section 6 for course enrollment and completion. The data are not accurate due to conflicting names of courses.

I have no suggestions at this time.

N/A

Like any other state grant, I am completing a 58-page report and at the end of the day NO ONE is READING these reports or having a conversation with me 1:1 on the growth or limits we may be experiencing. The USDOE ONLY CARES about the financial section. As a state grant we are held to these "objectives" and at the end of the day, I never hear anything from the USDOE or the program officer. To me, it does not feel as this report is doing anything at the federal level except to "just complete more paperwork" to justify federal funding when in fact our state program is making such impact, does the program officer even care? I don't feel the USDOE gets involved enough with the federal funding that is given to states and the accountability that we are "held" to regardless of the work that is done in state programs.



Having the list of schools served and partners pre-populate every year would save a tremendous amount of time in preparing the reports. Addressing the system glitch that causes digits to not transfer when we download a PDF or instances where the information gets wiped in the system after it has been entered.

Better connect reporting data & requirements to actual project outcomes. Publish more evaluations summarizing overall GU outcomes from information reported.

Clear guidance is not available about the interpretation of the instructions, and sometimes there is no guidance at all to clarify what is being asked. There are large parts of the report (objectives, school roster details) that remain the same and only need updated each year, but we have to enter it all every year. This takes considerable time, when it could simply be rolled over into the new report and edited. It's a waste of resources.

Work with data people in the field to better understand what we are dealing with.

It runs smoothly. Information and deliverables are clearly stated. No recommendations. I'm interested in learning more about how the data collected is utilized.

Nothing to add at this time.

The reporting process is clearly designed for school based partnerships. If you have a priority grant that is different, the report does not allow for those differences.

Simplify whenever possible, especially non-essential information.

I think the timeline for reporting should be modified to be more in line with the normal schedule and cadence of the school year. Reporting should be from September 1- August 30 so we can report on activities and budget from the current school year (including summer). Same thing goes for when awards are granted. By the time an award is made it is October, which means mobilization efforts and hiring really aren't completed until Jan 1 of the first year.

The current APR is seriously lacking in terms of useful data. the service categories are also confusing and not useful. It would be extremely useful if data could carry over from one year to the next (objectives, schools, etc.).

Recommendations to improve the submission of the GEAR UP APR

- \* Ability to pre-populate information entered the previous year such as target schools and grantee objectives

- \* highlight errors when checking the APR prior to submission

In my state in particular, the process to get data that supports our objectives is a slow and difficult process. Assistance with getting the state department of education to allow us to receive data would be helpful.

No recommendations at this time.

none

It is not clear how the information is used outside of submission.



No real problems.

Streamline some of the processes to increase efficiency and reduce redundancy over the life of the grant cycle.

Since all programs collect the same data, could we use a universal database tool?

The language could be clearer.

No suggestions at this time.

The webinars have been helpful. I would expand on that and create FAQs based on common questions and/or concerns in the reporting process. Outline the how and why with respect to data being collected-- showcase strategies that some grantees have taken to acquire data that has historically presented challenges.

More technical webinars

## CUSTOM QUESTIONS

### GEARUP - 2023 - Q30.5. What can GEAR-UP do to improve communication with you?

I appreciate information from the Department about our grant and other professional development opportunities. I also value the invitation to submit an article and photos for your quarterly newsletter.

Nothing, my program officer is excellent and extremely responsive to my questions and needs. She has encouraged me on all levels and removed any reluctance to ask about things I am not sure of.

The GEAR UP competitions have become a complete disaster.

GEAR UP directors and programs don't know what scoring rubric or criterion will be used.

The US ED disregards the 33% 33% 33% funding regulations and misinterprets it wildly differently than Congress does.

The GU scholarship waiver process during competitions is a total mess.

I need a program officer who is trained, educated, and willing to support grantees.

GEAR UP PO is a breath of fresh air after my experiences working with POs in TRiO programs.

Our grant is in Year 5 -- I am entered my fourth year as director. I have had 4 program officers in that time. The best is [NAME] -- who was just taken away as our program officer and now I have [NAME]. I



answered these questions based on [NAME] communication in the past year. I have not had enough interaction with [NAME] to answer these questions.

I also want to say that a series of these survey questions did not make sense, so I marked 5, because you didn't give an N/A option. I really don't receive Gear Up products and services -- I deliver Gear Up funded products and services to the schools that my grant serves. I do not get technical assistance or training outside or communication with other grantees outside of what is provided by NCCEP and project director zoom groups we have started amongst ourselves. DoE has not helped us communicate or learn from each other at all. I comply with federal reporting regulations -- and I only seek assistance from my program officer when the original communication is not clear.

Also -- it is very difficult for schools to staff up for the academic year when the funding is received in October. Public schools start in August -- hiring for staff must be confirmed by state regulations by April the prior year. If there's any way possible to get the federal fiscal timeline to align with state/local fiscal timelines that would be a huge help in providing services with Gear Up funding.

Specific instructions/templates to meet the requirements of the department. Especially when requesting fiscal information.

Grant Award turnaround and explanation of why recipients were chosen and why it was decided to fund down the slate for several years - rather than have new competition. Transparent decision-making in areas that affect all grants.

none

More regular check-ins and highlights of best practices across the grants.

The opportunity for more regular interactions with program staff through virtual office hours might be useful for grantees.

We really appreciate the thoughtful, thorough work of our Program Specialist. We do have a delay on email response, but great response when we ask to have a virtual or phone meeting.

Faster response time. PO does not seem confident in answering questions about regulations.

Hire more specialist-too many projects to manage. It was different when GEARUP was not part of TRIO management

We don't have a relationship with our program officer and I wish we did. It is hard to trust someone that has power over our project when we don't even know them. We have other grants sponsored by ED and the program specialists make a point to have regular outreach meetings with the program director (quarterly). This helps us to have regular communication and build an open, trusting relationship over time, while also learning more about expectations from the program specialist.

respond to queries more quickly



The monthly newsletters have been helpful in keeping us informed about GEAR UP advocacy at the federal level.

Our program officer does a great job. Communication and the speed of communication have improved since he has been assigned our program. I do like that you are offering more webinars.

Host open office hours for drop in questions once per month or so.

NA

N/A

Send out a monthly update to state project directors. Maybe have a quarterly virtual meeting and/or an onsite USDOE meeting to bring state grants together. Much of this work is being done thru NCCEP and/or state's in silos.

Keep me informed of changes that impact my local program and share specifics with requests for information.

Be more clear & provide more timely responses to questions.

Application cycles are not planned out in advance and leave us with very little time to prepare.

This would be hard to answer since the staff that I work with has changed over the length of the grant.

Our project officer [NAME] is an excellent Project Officer! She keeps us up-to-date on project deliverables and training opportunities. She quickly replies to my questions and will seek answers to issues on which she needs clarification. Excellent support, friendly, and a joy to work with!

Provide everyday examples for each state.

Nothing to add at this time.

Reply to emails and voicemails in a timely manner.

Timeliness of communications to allow programs to prepare and execute.

Respond to emails and calls in a timely manner.

Provide accurate, consistent information.

Tell us when the next GEAR UP competition is in a timely manner and give appropriate deadline time to submit competition application.

Nothing to recommend.

none

So far so good.





Program officer doing a great job

I would like to build a stronger relationship with my specialist. Perhaps we could have more regular check-ins to accomplish this.

Our program officer is always accessible and responds quickly; however, it would be encouraging to have quarterly communication regarding what's happening across GU during this time. As a community partnership, we don't have a network of other grantee to talk with. Unlike, Upward Bound grantee who are easily able to identify their programs at institutions.

Be more transparent on how awards are funded and ties are broken between applicants.

More updates and webinars as we prepare for competitions

My previous Program Specialist [NAME] was absolutely amazing!! Very proactive with assistance during the pandemic, offered suggestions, communicated often, etc. It would have been difficult to get through it without his support. Please pass on this message to him since I know he is not serving in this role anymore.

**GEARUP - 2023 - Q30.6e. What is your preferred way to communicate regularly with your program specialist?**

Quarterly Meeting with us

Webinar and Email

both individual/list-serv

**GEARUP - 2023 - Q30.7. How would you advise on improving the overall process and protocols associated with this grant competition?**

Provide more information on what is expected for each area. So many good grants were in left field with the same responses that were deemed as misconstrued in certain sections. As result points were deducted. Peer reviewers should be trained with the same information provided to applicants.

Have the timing of the competition and submission of grant application be early enough so that awards are made by the end of July.

Separate the grant application package into 2 distinct parts - the application materials and the regulatory materials.

Re-instate reasonable page limits (45) and guidance on formatting (double space text but not graphs, tables, etc.). Make awards in the spring or summer to allow time to ramp up for a fall start.



It's not clear to me how the Department decides on monetary award amounts for state grants as compared to partnership grants when it announces a competition.

Put out the RFP as soon as possible.

Get clear and stick to the competition regulations on:

1. GU scholarship waiver for states
2. GU free/reduced lunch
3. Stick to the regulations on the 33% states, 33% partner & 33% discretionary awards

Transparency would help -- Congress voted to fund down the slate from the 2021 partnership grant proposals submitted. Thankfully I submitted a proposal in 2021 and scored well with the reviewers, but I have no idea where we are on the slate. Our current grant will be starting Year 6 next year and if we are not funded down the slate this year to start a new cohort, it will be difficult to motivate staff to remain to serve into Year 7 without knowing that they will have jobs. We are the first Gear Up grant in [LOCATION] ever -- a partnership grant. I am hopeful that [LOCATION] will be able to receive a state grant, since that is the only new competition proposals that can be submitted.

The timing of the original award is usually around October 1st and because we work within school systems, it is very difficult to have a successful 1st year. Awarding grants in the spring or early summer would be much more sensible.

Hire more staff so that USDOE staff are not spread so thin, and can actually get to know grant directors and their projects.

Transparency at every step of the process.

none

longer time to prepare for the proposal - 30-day turnaround from RFP to submission is not enough.

Communication improvement is greatly needed in a timely manner. We are provided information with very little time to prepare. This is a perfect time to review the lack of communication that has not been release on a current competition. It is important that the department to realize the impact on all the staff working for the program and the students it serves.

Clarity and on-going communication. All the directors were waiting on the application to be announced and it was on hold for several months only to be told there wouldn't be a true application process.

Overall the competition is clear but I would recommend having a methodology in advance for addressing tie scores.

Include the productivity and innovation of the programs as impacting or aligning with postsecondary or Workforce development demands.

More timely release of RFPs and transparency in the timeline.



n/a

The scoring needs to be improved. When there is not a standard distribution of scores in the results, it indicates that something is broken. Strengthening the evaluation section to include a research component might be one way to make the grants more competitive.

n/a

NA

Timing is everything for the first year. Final years can be really frustrating as you walk a tightrope of waiting for notification and trying to retain great staff members.

More lead time for planning.

NA

N/A

Given that states are anxious to hear about an award, the process needs to be done quicker and in a timelier manner. If a federal announcement is going to be posted and the USDOE knows they have funding for another federal grant, at least allow states the opportunity to apply at a minimum a year in advance of their current grant running out. This would allow a state to be informed if they will potentially have another cycle to operate GU and allows the grant team to continue with keeping staff in place that we want to retain on another grant cycle. This provides security of a job to staff who most often have been with a grant for several years and have built the trust and relationships within partnerships that are critical to the continued work of GU in these states.

Making competition result announcements in August would facilitate ability to implement the program sooner.

GU needs legislation that specifies the frequency of grant competitions as well as more clarity on the 33/33/33 requirement of funding for grant competitions. D-ED also needs to mitigate the interference it has had in recent years from the legal team regarding the GU scholarship waiver. D-ED's recent interpretation of scholarship waiver language has been inaccurate & overly burdensome to individual grantees & the GU community as a whole. If the current practices restricting scholarship waivers continue, it will dilute & further erode the ability of GU grantees to effectively meet the needs of the students & the families they serve. Further, D-ED has operated in violation of Congress' legislative authority & oversight by not following Congress' directive language in recent appropriations legislation regarding the GU scholarship waiver.

The timing is not responsive to the needs of school districts. Getting an award in late September to start on October 1 means that it will be January or later before schools can have staff, so we lose almost half a year just because of the Dept's timing. Awards should be made in June so that we can have the summer to prepare, hire staff, and be ready to go the day school starts in August/September. School programs are much more successful when they start at the school year start.

The scholarship requirement for state programs is not the best use of our funds. We serve low income students who are typically eligible for full federal and state financial aid packages and their unmet need/cost of attendance is very low if anything at all. The current system forces us to set aside funds



that will likely be very hard to distribute and only negatively impacts their aid awards. Our funds are better used to support direct services to students and families to help them be successful.

Grant competition is very unclear. When proposals receive a perfect score, funding should be provided. The current scoring system does not serve partners, schools or students as well as it could, and catering to larger states with more infrastructure for data collection. Consider removing the barriers for disadvantaged states as well as disadvantaged schools and students.

No recommendations at this time.

Nothing to add at this time.

Let current grantees, who have an expiring grant, know what guidelines to use for the next competition (same as last competition or new ones to be released).

For State grants, consider scholarship waivers - especially if the grantee has worked with their universities and state financial aid departments on behalf of their participants.

Ensuring clarity and understanding on all processes and protocols align with laws and regulations - consistency.

There needs to be a way to address discrepancies in the comments and number assigned to the value of each section. We received positive words in the comments, but the score was not in alignment with the comments. This caused our proposal to be a 99 rather than 100.

Follow Congressional guidelines for how funds should be disbursed (1/3 to states, 1/3 to partnerships and the final 1/3 to the most competitive applicants). Make awards in the spring or summer in order for programming to start in the fall.

Accurate and timely communication about when the grant competitions will be. More time between grant award notification and the time to spend the grant funds. When this grant first started, the award notification came in October and the Principal Investigators had to scurry to start spending the funds. They didn't even have time to hire a team yet.

Nothing to recommend at this time.

none

n.a

I don't think I have enough experience/understanding of the grant competition to sufficiently answer this question. I came on board after the grant was awarded.

Clearly outlining rules. Take into consideration, past awards and grant outcomes to include as part of the criteria. Remember the intention of GEAR UP is all to serve rural communities. review other forms of "low income" areas including Free and Reduced Lunch Applications, SNAP and TANFF.

N/A

Transparency



I don't have much feedback regarding the competition process.

n/a

Clarify process by which programs receiving perfect scores were rank ordered

Be more transparent on how grants are awarded and ties are determined between applicants. Provide a list of rankings of applicants.

Increase the amount per student since it hasn't changed since GEAR UP started.

Reduce the Cost Share obligation.

Clear rubrics and tie-breaker procedures.

webinars that shows all the areas, steps and have a Q&A

Quicker communication, more information sessions, easier access to grant documents.



## Graduate Assistance in Areas of National Need (GAANN)

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

The GAANN website has only very barebone info. It would be helpful to see anticipated dates for the upcoming call for proposals (as opposed to only showing retroactively when the last call was.)

The responses to this survey are for the GAANN website in general, but also about the G5 website used to process annual reports. There used to be a big issue with the timing of the grant, but this was solved by moving the grant announcement and submission deadline to January. However, I wish there had been better communication to existing grantees about this change and the new timelines in the process.

Provide past grant award data as soon as possible.

Update information more often - it is nearly always out of date about specific program status

Perhaps a little forward-looking guidance on when to expect next GAANN solicitation. I understand it is not always possible considering the uncertainties in budget allocation. However, GAANN is a critical program in providing training a workforce for STEM teaching and research.

Would like information about when future calls for GAANN proposals will be released. When are the deadlines? In a recent cycle, around 2019 or so, the website went many months, or maybe years, without information on the next proposal deadline. When it finally appeared, the deadline was in less than a month. This does not allow for proper planning from proposers. Some areas of the website are woefully out of date, such as this one that gives a report on 2000-2001 fellows.

n/a

Webpages are not necessarily up-to-date; for example, a quick peek under "Peer Review" discusses FY 2020 and a 2019 "last updated" date; similarly, "Funding Opportunities" is "last updated" on 10/28/2022.

More comprehensive FAQ. Improved ability to login and see status of grant.

be more specific with regard to what is under the links

make it an actual website and not a few outdated links

There is no information about future deadlines for the GAANN program, no information about how students can qualify for support through the FAFSA process.

The website could provide more intuitive link paths to important features.

It would be good to have a separate and explicit section describing what is and what is not allowed when expending the Institutional payment of the GAANN award., Some information exists, but it could be expanded.



Use simple statements.

It can be difficult to find information about reporting requirements. Some information appears to be outdated.

access to previous reports on the site would be helpful

Nothing that I can think of.

Please don't disable accounts more regularly than there is a need to visit the website for grant administration.

Have list of key grants or key words on Grants Landing page

Too dense - visually

Clarity of text - but by no means the worst example -see NIH or NSF for comparison

Hire someone who can redesign the website for the program. The current staff don't know what he/she is doing.

It should provide alerts for coming deadlines for new proposal. This has been the most important problem. The dates have been changing from cycle to cycle and this has caused problems as universities and prior PIs were not properly informed.

Make it more user-friendly and easy to navigate.

On occasion I come across a term or reference that I am not familiar with (or forgot!), but the glossary of terms is always helpful in this regard. So maybe just a button to the side of the page that takes us to the glossary -- though it's readily available.

I have no comment as of now.

There is a need for better documentation on how GAANN funds can be utilized and how to navigate the varying financial need amounts of different institutions and different students. The allocation of funds gets complicated quickly when different students have different financial needs. Students and institutions are used to uniform numbers across different recipients for other types of funds, like TA-ships and RA-ships. Since GAANN funds to go through the financial office of the university and can differ per student, administrative assistants have a hard time figuring out how to allocate the funds.

**Q33. Please describe how we could improve the grant reporting process.**

The reporting process is fine overall, but the rules governing how funds can be spent are very antiquated with respect to how good universities are now training students to take jobs that matter to the US economy. For example, the actual allowable stipend is too low, such that the theoretical max (\$34K) is basically irrelevant. The institutional allowance is also too low. These intersecting rules make it very hard



to administer these grants. Which makes the reporting very stressful. These awards are completely at odds with all other active federal research awards, which makes our office of sponsored programs very clumsy when it comes to helping me prepare the data to be reported.

This is the part of the DE website that needs substantial improvement. G5 had many glitches when I submitted last annual report, and accessing the site was problematic. I ended up completing the report separately, and then upload the information, since the time allowed to work and make changes was very short, and I often had to start all over again if I did not do this. I also wished there was a way to enter comments about specific success stories --we had many great stories to tell about some of our fellows, and it would have been good to report them.

Give more time for people to submit the report.

Make it useful. Currently it is just a paperwork exercise. I have no reason to believe that anyone who receives the report has any interest in our grant program, its objectives, or its success. The only interest seems to be whether we complied with guidelines.

n/a

Some further insight into how the Department of Education uses the data reported would be appreciated.

More feedback on report submitted.

I have no idea how DOE uses the data. Other than that, it is pretty simple

When all grantees attended the information session, the slides were not provided, and there was indication that we could submit our questions and receive the answers by following up; unfortunately, no one seemed to receive the slides or Q&A, and many questions were left unanswered post that session. I know I figured out my questions, but I was quite baffled at the beginning, so providing this and providing answers to the questions would be helpful for the grantees who begin their programs.

As part of this, the start date of the program is incredibly difficult to actually fund students in the first year; if the dates were able to be adjusted, or indicate an automatic no cost extension, that would be very helpful.

Thank you for funding our students in need!

The reports seem to be primarily about bureaucratic details, and less about student success and program development.

List specific progress points to report.

Reporting requirements are relatively straightforward, but the website can difficult to navigate and updating information is not always easy.

maybe breakout stipend, tuition and fees separately for each student.

Since this is my first round, I'll know more next year.





Generally easy.

Glitches occurred in the report formatting - fitting to pdf. Needless time-sink.

I'm okay with current format.

Make it easier to navigate.

I think the reporting process is excellent -- streamlined, clear, and asks the right questions that get the recipient thinking about the impact of the grant.

I have no comment at this time.

It would be great if the Department of Education could provide a template or spreadsheet in advance which shows exactly which data need to be tracked for each GAANN fellow and what numbers need to be filled in, so that when the time for reporting comes, it is clear what has to be reported and how to obtain the data.

**Q46. Which of the following best describes your job role? (Other, please specify)**

Professor

Professor

Professor and PI

Project Director

Faculty

faculty

Department Chair

Faculty

Professor

**CUSTOM QUESTIONS**



**GAANN - 2023 - Q35.5. What can Graduate Assistance in Areas of National Need do to improve communication with you?**

In the past, it has been very hard to reach anyone when I have questions. (e.g., I call and leave multiple voicemails but never hear back). They also tend to surprise me with urgent requests (e.g., "we recently noticed that you only spent 65% of your funds for last year when you submitted your report NINE MONTHS ago, please send us an updated plan for how you will spend your GAANN funds no later than the end of THIS WEEK!")

I have multiple active awards, and I've heard via indirect channels that my programs are considered to be "model programs" by GAANN personnel. The help desk emails are very unclear. They do not always tell me which award they are referring to when I am being asked to provide additional data.

The funding timetable could be greatly improved if award announcements came out in advance of the typical grad student recruiting cycle, and if the budget/reporting timeline accounted for the delay when programs had to recruit new fellows.

As a current director of a program, I would have liked to have faster communication regarding the change of the program application deadlines and the years in which the program announcement and request for proposals was going to come out. I found out too late about the availability for the program, and we had to cut short the support to some of our fellows with very little time to adjust and find different funding alternatives.

Give early warning on upcoming annual report.

I don't recall ever being communicated with other than to state that there is a report deadline once a year or a mass email about a program (usually not relevant)

If the funding could be announced earlier, e.g. by early summer the latest, then the selection of fellows could be done in a timely manner for the fall semester.

I find the communication to be well balanced with timely reminders, but not TOO many communications.

Send out deadlines for report writing etc., once or twice a year.

Still not clear whether DACA students can receive GAANN fellowships. Not clear whether students can be supported on the GAANN for one academic year, then be supported as Teaching Assistants for a year, and then go back on the GAANN.

Actually tell when the next call is coming out

There is essentially no communication at all. Emails go unanswered, problems remain unresolved.

It would be nice to know when the next competitions will be further in advance. The competitions are also irregular, it would be better to have regular dates every year



Timing of grant awards to help first year recruitment of graduate students would have been useful.

On occasion, in response to a specific question of interpretation of a rule, the DoEd official just restates the rule and leaves it up to the grantee to interpret how it applies to the situation at hand. I imagine this is DoEd policy, but it would be more useful to get a sense of what the prevailing interpretation is. This could involve a referral to a DoEd lawyer who may be more qualified to interpret how a rule might apply to a specific situation.

Nothing to report.

Please consider this - it is a major flaw in communication. Unlike all other federal agencies, DoEd does not distinguish between the grant PI and contract/administrative staff at the grantee institution. Thus the PI, for example a college professor, is sent all legal and financial documents, via the G5 website. \*The PI has no role in processing these documents.\*. The PI must then log on to G5, retrieve the documents, send them to appropriate staff, then (in some cases) post the results back to G5. This introduces unnecessary delays and busywork.

I feel like there are too many emails compared to other grants I manage.

no particular comment

Should be in touch with the PI.

It has all been excellent, both in terms of our specific grant needs and informing us of additional opportunities.

**GAANN - 2023 - Q35.6e. What is your preferred way to communicate regularly with your program specialist?**

I don't know who this is.

Both telephone and individual email

And telephone

**GAANN - 2023 - Q35.7. How would you advise on improving the overall process and protocols associated with this grant competition?**

Not make it a secret with only select schools knowing about the call.

Publishing the call dates far in advance and making it possible for interested parties to set up alerts when calls are opened - e.g., a button on the website that says "sign up to receive GAANN award announcements" or making GAANN searchable as a keyword in grants.gov such that I can automatically get emails when new calls are announced. When I search this way now, I can only see



info about specific past calls. This is less helpful than a keyword alert for all future GAANN announcements.

I believe that improving the website for annual reports will be very beneficial. But in terms of the competition, it would be great if there is more room in the proposal guidelines to present innovative educational ideas based on the particular institutional conditions. For example, I would have loved to be able to create a pipeline of fellows that receive graduate assistantships, equivalent to those provided by faculty with external research funds. The current restrictions on the GAANN awards make the program look "weak" when compared to research assistantships coming from faculty with funding from the National Science Foundation, Department of Defense, or National Institutes of Health. When GAANN fellows compare their funding to other students supported through those other agencies, they can't avoid feeling "less support"

none

Update the information about when and how it will happen more often, and explain who the reviewers are. The process itself seems a bit formulaic but is ok.

Have regularly scheduled (annual) grant competitions with deadlines and requirements posted well in advance. Review process is a mystery.

n/a

Change the start dates to correspond to the beginning of the academic year and notify 6 months prior to allow for time to recruit.

nothing to add here

Timing of award makes it impossible to fund students in first semester and incredibly difficult in the first year.

It would be great to have a longer lead time for preparation of proposals.

have another competition

Give advance notice of deadlines, so we can plan. Announce awards earlier than after our academic year has already started, putting us at an immediate disadvantage in executing the award properly.

The limitation of no employment has been challenging. Reconsider part-time employment.

It is very good as is

clarity of the application process, what factors are most important in merit review criteria

The reviewers' criteria seems very arbitrary from one grant application cycle to another. One grant application would be rated at the highest levels by 2 reviewers and in the next cycle, after improving the program and following all guidelines, the grant application was trashed by 2 reviewers who seemed jealous of the submitting institution and coordinated in their highly negative responses. That caused me to decide to retire!



Nothing to report.

I'm familiar with the process and have no suggestions for improvements

result notification process - lead time before start of academic year - increase

Respond to request quickly.

The timing could be modified to allow better preparation for the school year in fall to use the funds.

Early notification of the deadlines.

It is fine as it is.

I really can't think of anything that would make the process smoother. I'm only thankful for the care and consideration that has gone in to making it successful.



## Grants for State Assessments

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

N/A

N/A

It feels like many links are broken or google searches take you to older sites. It just feels clunky and hard to navigate around.

Does not seem very intuitive. Took longer than it felt necessary to find some of the information.

Perhaps an FAQ or most common problems from SEAs or somehow prioritizing or highlighting the more commonly searched things

The categories are not always clear in terms of where a piece of information may be found. The labels are not always intuitive.

The search engine rarely takes users to the documents that I am trying to locate. I am not sure, but it might be possible to identify which documents are being sought after most frequently and have those more readily accessible?

Even when I search for my state, it does not take me to the page with all of the documents for my state. Perhaps a drop down similar to navigating NAEP results.

The website could improve by having more up-to-date information. However, I understand that for a large public entity such as the U.S. Department of Education, it takes time to vet through the information before posting it online. I usually contact the staff when I need information that I cannot find.

nothing to suggest at this time.

no comment

Search function could be improved

navigation is complicated and often leads to unintended places; search engine does not bring up expected resources

I do not use it. Is there relevant info that I should be looking at?

It might be helpful to add a "State" section. I was unable to find information on the Peer Review process on the website.

Webpages are updated as needed and old information is removed from the site.



We currently do not utilize the website for resources and additional guidance.

Some links are expired.

The search results could be more accurate and responsive to a group of words.

The website needs to be consistently updated with timely information and better organization. More resources pertinent to the appropriate uses of grant funding would be beneficial to states if included on the website.

It is very difficult to find current information. Ensure pages are organized according to most recent resources/guidance and make sure the search words help get users to the information they need.

There are so many links, it is hard to find what I need. Also, there are many broken links

Website links are sometimes not functional. The site is not intuitive or laid out well.

To this point, we have not had to seek technical support or additional resources in many years. The use for the allocation is clear and we consistently receive and used funds in the same way.

The website feels like a patchwork of the legacy site and some new content. It is hard to know which is the most updated info.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

Indicate where the document will be posted.

N/A

Felt awkward that some critical information was pushed very far back in the GAN.

The deepest level of interpretation would be appreciated. Even documents that are supposed to provide clarification often leave us asking questions about what exactly is meant.

The team does a really good job here.

The turnaround time is not always ideal, but the quality and usefulness are exceptional. I understand the difficulty with finalizing communication.

The communication is not frequent. I appreciate that most documents are policy-related, timely, and useful.



Nothing to suggest at this time.

no comment

make all of them available at the website

I do not recall receiving an active communication like non-regulatory guidance or newsletter.

A better understanding of the capacity of state departments of education particularly in smaller states that receive smaller grant awards resulting in more limited resources. Resources in general, regarding how to further blend and braid funds to increase collaboration and systemic improvement.

States could use some additional clarity and comprehensiveness.

Sometimes, I do not know what the email is for and if I need to act on it.

Often difficult to log into G-5 system.

Materials are typically very well written and detailed for use by SEAs. The FAQs in particular are terrific. Keep up the good work.

**Q33. Please describe how we could improve the grant reporting process.**

N/A

N/A

More clarity about the data elements including the exact information sought and how it will be used by the Department.

Understanding that states are in different spaces, it is difficult to predict what a USDE response to a certain finding or discrepancy might be. It might be useful to have more information about how decisions with data are made and why exceptions might be taken in some cases.

No suggestions.

It is a straightforward process. Continuing to let us know in advance to allow ample time to gather information for reporting is key.

Nothing to suggest at this time.

no comment





Please stop switching platforms. I cannot believe only one person can access this platform one at a time in 2023. The program does not seem very well organized with last-minute notifications and ever-changing, or at least that is what it feels to us, timeline.

Provide technical assistance sessions - live or webinar for folks to join, problem solve, ask questions and provide the notification of such sessions with significant lead time so attendees can plan accordingly. Structure responses outlined in the CDQR file in a manner that is understandable by a non data professional.

Integrate required certifications and excel files within the reporting platform rather than requesting an additional email.

We look for additional clarity on data elements and specific guidance around when updates are needed.

None

Reiterate visually the through-line of how the data are used. It will help us in gathering the data from other areas of our SEA.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

N/A

N/A

Opportunities for peer-to-peer conversations regarding Assessment Peer Review.

Consistency in peer review approvals and comments across states

I have been pleased with the assistance from Department staff.

One on one assistance is exceptional and most useful. I rated the previous items as 5s because I do not think there is much opportunity for these activities.

They have been very responsive to any questions I may have. Perhaps continue to provide staff who are knowledgeable and able to provide useful information would be helpful to the SEA staff.

Nothing to suggest at this time.

Gather all states more frequently to share learnings.

no comment

peer to peer learning group?

I do not recall ever receiving TAs.



Currently the state does not feel that it has received anything in the way of technical assistance around program management. In terms of resources, state staff members have to go looking for relevant federal guidance around requirements and best practices, and frequently those resources are out dated. As an example, somewhat conflicting and outdated resources resulting in confusion around the requirements for federal peer review of assessments.

The State is open and enthusiastic about moving forward with a collaborative partnership with the Department, around technical assistance and support for implementation of state assessment programs. We are hopeful that this State-initiated outreach will expand upon and enhance communication between the State and the Department, with the ultimate result of a high quality assessment program which is in the best interest of students.

States could definitely use some technical assistance on evidence-based best practices on a regular basis.

I do not see many opportunities presented by Department staff. How are these being shared? How are state leaders informed of the events in their areas?

I think there could be more opportunities to learn from each other. Maybe a mentoring program for assessment directors?

None

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

Privacy Technical Assistance Center

Region 2 Comprehensive Center

REL Northwest

Comprehensive Centers

Region 5

- Comprehensive Centers

I don't remember

Center for Assessment

[NAME]

REL Mid Atlantic



**Q46. Which of the following best describes your job role? (Other, please specify)**

program coordinator



## Group Projects Abroad Program

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

IRIS absolutely needs to be overhauled. Filling out the reports on IRIS is just MADDENING. IRIS was out for several months in 2022 but when it was back up I saw no difference from the way it was before

Use less "grant" jargon: many applicants are not familiar with "grantese" and could become disenchanted with following through on many of the amazing opportunities you all offer.

As a grantee I would be happy to work on one website not three.

For a government website, the USED/IFLE sites are reasonably easy to navigate, given that they are content- and compliance - heavy.

#### Q33. Please describe how we could improve the grant reporting process.

IRIS is just horrible and maddening to use. It needs a complete overhaul. IRIS was out for several months in 2022 but after it came back it was exactly the same (HORRIBLE) as it was before

None at the moment

The IRIS system is miserable and should be overhauled. It is not user-friendly, difficult to navigate, and worst of all its instructions often do not make sense.

Please arrange to send a reminder about what and when certain document should be submitted on a timely basis

System was out of commission and then out of commission for a considerable period of time, during which time several reporting deadlines passed. Grantees were able to submit their reporting requirement by alternative means (e-mailing to program staff) instead.

#### Q46. Which of the following best describes your job role? (Other, please specify)

faculty director

Faculty - Project Director

### CUSTOM QUESTIONS



**GPA - 2023 - Q16.5. What can Group Projects Abroad do to improve communication with you?**

our program officer is great

None

Again, lose the "grantese" and write the communication more clearly. Also, it would inspire a lot more confidence in this survey and process if you spelled the name of the grant correctly: Fulbright-Hays, not Fullbright-Hayes.

The process of communication is satisfactory.

Communication has been very smooth and satisfying.

More detailed information about any changing priorities in the Department's thinking from one year to the next, including priorities among critical languages, short versus long-term GPA programs, pre-service versus in-service teacher programs would be welcome.



## High School Equivalency Program - Migrant Education

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

N/A

Update Grantee profile information and provide additional resources under Meeting Materials. These haven't been updated since 2018

Assure links are up-to-date.

I think it is too broad and links cited don't always work, so finding a way to focus HEP (and CAMP) resources and improving linkage would help quite a bit- I normally use it to find regulation only. Having said this, I can go to the National HEPCAMP Association website to find necessary information or check in with my assigned program officer.

The OESE website is excellent. It is easy to navigate and has relevant information very well organized. Can't think of anything to change.

Updated Meeting Materials for most recent Meetings

n/a

Update links, when some are clicked on it leads to "page not found." The page not found notice leads to more searching needing to be done to try and find the information I am looking for.

Best practices, eligibility requirements and clearinghouse articles of best practices.

Have you ever used TurboTax? Something like that would be perfect. An interface that is user-friendly, intuitive, simple, and at the same time modernized and tech-advanced. The current one feels outdated.

More information and accessibility

The website is well organized

n/a

Website is easier to navigate now than it was before. No improvements needed.

making it more user friendly.

provide samples of successful awards/grants.

It is difficult to get a reply from the contacts information



e.g. membership, the contact person never replied nor could we find a phone number. emails of directors or contact persons, their information is not included.

Performance results could be updated every year. I believe it has data from 2018

Maybe add some FAQs

Just to keep updating information. Some of the resource are not up to date

Make resources section more defined and clear about what is found in each area.

No suggestions at the moment. But I can provide feedback at a later time.

Increase transparency by adding a section on the website where it lists the current awardees, including # of students funded to serve and award amount. TRIO programs do this on their website.

N/A

More information regarding required research component of evaluation

The link is difficult to find. The site is not user friendly. Please redesign

The website no longer contains the useful information that it used to contain. It is mostly useless now.

n/a

Orientation and training to new staff

NA

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

I have no suggestions for improvement in this area.

Insubstantial progress letter and related communication is clear and to the point; as a grantee, I know what is expected. GAN are very clear; early as possible dissemination is always appreciated- lessens likelihood to lose personnel.

Communication from the Department is good to excellent. It is nice that we don't get overwhelmed with too many communications as well.



n/a

N/A

na

All documentation is appropriate to the needs of the project.

n/a

Documents are clear; no improvement needed.

the usefulness of documents have been very helpful, Really enjoy up to date newsletters of the DOE.

N/A

Perhaps for non-regulatory guidance, keep revising as new items come up or clarifications are made

I think that we should look into remaking the cover sheets and other docs that are in word. Can they be more formatting friendly? Less formatting on our end when adding information, etc.

Including newsletters on Spanish for parents interested in learning more about HEP or CAMP

The guidance documents need updating. The current issues that HEP faces are not addressed on the guidance.

The APR form is terribly constructed. Entering information into the boxes for objective completion is difficult and time consuming.

n/a

EDGAR training for new staff, samples of recruitment, screening, and application forms, student handbook samples, how programs solve frequently difficult barriers and challenges to finding the appropriate population we are seeking. The program aims to find SEASONAL AND MIGRANT workers and expect them to obtain an entire GED during their 1-3 months in the area. It's not set up for HEP programs to succeed. Most potential students need to complete Adult Basic Ed prior to beginning our program. By the time they do that, they are off somewhere else in search of work. A GED or HSE is replacing 4 years of full-time education in a system that was built for wealthy white students to succeed and everyone else to fail. The Education system was built this way and continues to support a very specific status and culture. ESL Students will always fall behind in an education system that was meant for them to fail.

Many times guidance can be vague but understand why that is.

NA





**Q33. Please describe how we could improve the grant reporting process.**

nothing to add

The undertaking of OME is massive, yet they manage (with limited staff) to stay on top of HEP grants. I think this speaks to their organization and mechanisms in place to carry out the mission to serve the MSFW community.

I always seem to have issue inputing data into section D. HEP Project Goals and Objectives. Because Excel is used, entering text can be tricky. I have found ways get around the glitches I encounter by copying and pasting text from another document, but I had to figure this out. You can't press the 'Enter' button while entering text. It would be nice if the instructions for this section could provide some tips or suggestions for entering text into this particular section to avoid frustration for newer users.

n/a

N/A

na

n/a

No improvement needed by the department. We need to do a better job of tracking the reporting data to make completing the report easier.

The APR process is fine, nothing should change.

N/A

Ironing out little formatting issues, or a better place to provide narratives other than excel cells. Sometimes it is difficult to edit or write in certain cells on the report because of formatting and restrictions.

The reporting process is simple and practical.

NA. I think it is an experience thing with Directors. Once you know what is expected you can repeat the process.

I would request we move away from excel submission and web-based e-form submissions.

the APR process is clear and with webinar access; nothing to improve

Difficult to obtain comparison data for HEP participants-although this is not required for reporting, the heterogenous nature of the population makes it difficult to compare outcomes across programs

It is already straight forward. Maybe creating a page would be useful, but the spreadsheet is okay.



n/a

Offer data monitoring system samples. I had to build one for our program from the ground up. I have a great one in place now and wonder if other programs would find it helpful.

I struggle with the formatting in Block D of the APR. It says to insert a green box to enter more objectives, but I wasn't able to do this and had to combine objectives in one box. I wonder if narrative information could be presented in a different format.

NA

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

I think new directors need to be assigned to seasoned peer-to-peer mentoring director. This would springboard programs to meet national performance measures sooner by scaling back the learning curve of inexperienced management. This could be a collaboration between OME and the National HEPCAMP Association, in the best interest of all grantees.

Technical assistance could be enhanced by facilitating more Director to Director dialogue at the Director's conference. One issue that I would like to raise about technical assistance is regarding the information about GPRA 2 figures. It is my belief that some HEP programs overinflate there GPRA 2 by including students who have applied to college, but have not necessarily enrolled. In other words they may have evidence of providing assistance to enroll such as admissions application and financial aid completion, but no proof of actual enrollment. If all programs are not strictly adhering to the strict definition of the GPRA 2 requirements then the overall data may be skewed toward higher GPRA achievement.

n/a

N/A

na

All training provided was beneficial. Staff is always willing to answer our questions; if they don't know the answer, they'll get back later.

N/A

Assistance provided has greatly improved in the last two years.

I really enjoy the format of our Directors' meeting in July, its very helpful with plenty of ideas from other programs and information in maintaining a successful program.

N/A

Having a better process for appointments during office hours.



They are providing opportunities to shared best practices.

Suggest adding quarterly "share outs" allowing programs to provide best practice sharing, discussion on current issues in the testing system.

I'm unsure about using evidence-based practices. But I would love to know how we can partner to intentionally pursue improving this aspect of HEPCAMP overall. I do have some ideas about database management, record keeping, uniform data entry and collection, etc.

A quarterly HEP meeting for Q&A

I did not attend technical assistance this year. The assistance provided in the Directors meeting and national conference improve significantly from past years. Dylan is a professional, clear communicator. I appreciate that his meetings are very comprehensive and interactive.

n/a

Offer new staff training other than annually in July. I started in September and my program lost its funding before July came around for me to get the help I needed. My program grantee is not helpful, and I have been left hanging with little guidance or help for almost a year. The annual HEP/CAMP conference new director workshop was a joke. They stood up there reading bullet points from the guidance. We can read, we needed to network with other programs and obtain helpful information about challenges and solutions to challenges.

It would be helpful to include a list of the technical assistance offerings when the email is sent out, to consider when answering this set of questions. Honestly, I can't remember what was offered, so I wasn't able to rate this section.

It be great to see more information on evidence based data and strategies that are specific to HEP/CAMP

NA

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

Outstanding technical assistance

[NAME], [NAME], [NAME], and [NAME]

FPO

Office of Migrant Education Office of Elementary and Secondary Education U.S. Department of Education

[NAME]



Office of Migrant Education

Office of Migrant Education

**Q46. Which of the following best describes your job role? (Other, please specify)**

Grand Director

PI/Director

Project coordinator

PI

**CUSTOM QUESTIONS**

**HEP - 2023 - Q66.6. What additional topics would you like discussed during HEP meetings, webinars, or phone calls to help you implement a high-quality program?**

Information beyond the basic budgeting information. It would be helpful to see some scenarios on determining unallowable costs similar to what OME has done with Eligibility.

Effective practices of instruction to adult learners.

Instructional design best practices

Continue to create opportunities for non-management staff like instructional, outreach and recruitment, advising and general support staff at the National HEPCAMP Association annual gathering and perhaps directly by OME via strategic webinars, etc.

Regarding clarity of topics provided by Department staff - Over the years I have found that when specific guidance is asked for from Department staff, the responses are always in the form of official published guidance on the topic. However, Department staff never truly answer specific questions as in the form of "Yes - that is allowable" or "No - that is not allowable". Instead, official printed guidance on the topic is provided and then one must make a decision for one's self based on the guidance provided. It would be nice if Department Officials could just give us straight answers (still using official printed guidance) as the basis to specific programatic questions.

possibility of increase of grant award amounts to help with the raising costs

Everything but back to basics as well for those of us that are new.

N/A



na

Examples of how other projects respond to No Substantial Progress and Large Available Balance letters.

N/A

Topics and assistance provided has been on point.

Overview of Budget, what is allowable, and what is not allowable....a refresher/overview of the budget is always great to review.

Per the HEP Recruiter, more recruitment & retention strategies.

N/A

I think the team does a good job in preparing relevant topics for meetings.

Edgar basics and use of funds.

External evaluation

Strengthening relationships with MEP projects and HEP projects.

Mental Health training for the HEP students. HEP has fewer resources than our CAMP students. HEP students are mostly monolingual parents

n/a

How the education system is set up for specific students to succeed and is not set up for seasonal and migrant farmworkers to thrive. I want to educate this whole population of educators about systematic oppression, generational trauma, Adverse Childhood Experiences, and creating individualized learning plans.

training on how to manage your program budget, outside of what the categories mean and allowable expenses

Maybe differentiating between resident, combination and commuter program guidance.

NA

**HEP - 2023 - Q66.7. What could the HEP team do to improve the content of technical assistance?**

Allow for more programs to access technical assistance opportunities.

I think OME is doing great! True professionals with a great level of empathy and committed to serve.



Examples, examples, examples. Give us examples to use as a framework for guidance.

n/a

N/A

They are doing great.

N/A

Staff is great and we love that they are so approachable.

No improvement needed. Our current program officer has provided excellent technical assistance.

the technical assistance has been good.

N/A

[NAME] has been great and very accommodating when we have had questions or needed clarity on topics. He has met with me individually as well as during larger sessions. He has been very supportive and accessible.

NA

N/A

survey programs for more up to date needs

n/a

assess program needs. They collect data and make decisions based on numbers. We are humans with complex needs and challenges and need to connect and communicate individual barriers, challenges, needs, and strengths to get an overall understanding of each program's dynamics to provide appropriate and individualized support.

Better connection with MEP

Keep doing what you doing, things are improving.

**HEP - 2023 - Q66.8. What could the HEP team do to improve the structure or format of technical assistance?**

The webinars and in-person training is good. It would be nice to have a repository of information on the HEP website for the recent training.

Promote these opportunities more widely to staff members working in individual programs.



Add some webinars on tech assistance for non-management types...

I think that the format is good as is.

n/a

N/A

I like the format.

N/A

The options provided for technical assistance are sufficient.

the structure/ format has been good so far.

N/A

Just perhaps improving on the office hours procedure. There really wasn't much feedback on how long the wait was going to be or how many people were ahead of me. That would be useful or perhaps an email or text message when it is your turn.

Use TEAMS to have roundtable meetings to discuss challenges, review issues, support programs (and new staff).

NA

webinars and a Q&A session

Bring in national experts from relevant fields rather than only relying on project directors to share information

n/a

Allow time for getting to know you on a deeper level and opportunities for teambuilding and rapport building. We are humans, not robots. we need connections and opportunities for learning from each other.

NA

**HEP - 2023 - Q66.9. 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.**

More constant communication with program directors and staff.

Again, I think OME is doing great job, so keep on doing what you do.



I am honest when I say that I believe that there is not much more that the OME HEP team can do to improve services. They are all very responsive and approachable. One suggestion that I have regarding the annual Director's Conference is that it would be nice for the Department to provide coffee, water and possibly snacks for it's participants during the conference. The OME budget might not support this at this time, but my experience with other U.S. Department of Education programs leads me to believe that providing such things is absolutely possible.

n/a

N/A

They are doing great.

NA

Overall, the services the projects offer are very beneficial.

n/a

No recommendations; current services provided are good.

Continue providing ideas in running a successful program, the Director's meeting in July have been very helpful.

N/A

N/A

no recommendations at this time

Continue to provide opportunities to share best practices.

Would love to see more TEAMS/Zoom meetings with OME staff to allow us to talk about program struggles and provide support to each other.

No recommendations. The team is great and very helpful.

NA - [NAME] is my Program Officer and has been very helpful.

n/a

I find the current staff more responsive and engaged. The culture of responsiveness and rapport seems more positive now!

n/a

You can't. We lost our grant and it's too late for our program. My finance director and executive director took this place all the way under before I could get the help I desperately needed and continued to ask





for. Our board is checked out and I sounded the alarm a long time ago. Asking for program evaluations may have brought this to light sooner.

I appreciate the support I have received from OME

NA

**HEP - 2023 - Q66.10. Are there any other federal programs providing you technical assistance in form and/or content the HEP/CAMP team should consider as a model?**

Nothing that I can think of...

Outstanding assistance

n/a

N/A

no

n/a

No

no

[NAME], Associate Director

[LOCATION] University, [LOCATION]

N/A

N/A

Title V is doing a "Lunch and Learn" monthly (or every other month) 1 hour check in with the PO. Each month has a theme and programs provide the program as it relates (sharing best practices) to the theme. e.g. Student retention or Budget management

This gave us insight into other programs and ideas for our own. Also built community with programs.

No

No.

None

n/a



n/a

[NAME] has given me guidance beyond words. She is amazing and I highly recommend using her to help programs succeed. She is amazing, I cannot express this enough.

NA



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

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

It should be redesigned. Sometimes there are dead links. Maybe work with a group of end users to help make it easier to find things.

way too much information and search bar does not return key or relevant search results

One website for all IDEA Part C resources. As a grantee we should have one website that contains everything from grant award letters, annual performance reports, child count, grant requirements, DMS, etc...

When I go to ed.gov, I don't see anything about IDEA on the home page. I have no idea where to even go for information about IDEA or Part C. When I click on grants, I don't see it there either. It's just not obvious at all.

Make it more appealing--easier to find documents and information

lots of text and overloaded with old information feels and looks old

The ed.gov website is difficult to navigate. There are so many different websites maintained by OSEP and MSIP that I cannot effectively remember which resource is where. Please consider eliminating OSEP engage and housing all documents on the ed.gov site.

Information is sometimes hard to find in there

It is sometimes difficult to find information pertaining specifically to Part C. There is also far less information on the website to support Part C in general.

Consolidate information for Part C on a single page with subpages rather than intertwined with Part B. Have all of the grant material in one place.

The page set up is strange and not user friendly and seems outdated. The "What's New In.." section is oddly placed on the right side of the page and things aren't spelled out so if you don't know the term or acronym you have to click on every link to learn more.

As a fairly new coordinator, it is difficult to find guidance documents and other information needed. I'm not really a website guru but maybe more graphics, less words to help direct. There is a lot of information to sort through to find what I am looking for.

#### Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or



**type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

Guidance seems to be issued later and later every year, making turnaround times to submit applications, reports, etc. less and less.

Generally I don't understand what the guidance is saying. The language is complicated. The roadmaps were written very clearly and I was able to use that information.

guidance is difficult to manage as each state has different realities and system structures. Guidance is often just repeating federal regulations instead of practical functional information and it is very often delayed and no timely in the ability to give states an opportunity to adjust or prepare.

Provide guidance and documents in a timely manner.

Provide more information relevant to Part C nonregulatory guidance. The guidance provided during the pandemic was helpful but we needed more. Provide more specific examples along with guidance.

The memos and letters OSEP put out are very helpful! But they can be hard to find. I usually end up Googling title of the document (such as memo 16-07) to find them.

All documents and guidance need to be clearer and understandable by people working in the program and those that don't but are employed by the lead agency.

The OSEP Team does a fantastic job if paying attention to what the big things are for us at any given time, and being responsive as they are able. We are all grateful! Sometimes the lingo is lots of regulation language - even though it makes sense to many of us in this work, it is not easy to follow for the partners we like to keep informed (e.g. ICC, families, local programs). Is there a way to use "explaining what the lingo means" language more often - We like this, too, just like we try to do for families. It is a good trend we could all do better with together.

non-regulatory guidance letters are helpful but need more of them on specific content areas such as natural environments, informed clinical opinion, telehealth guidance, and post Public Health Emergency guidance.

Might be helpful to again have everything saved in one location under specific categories. When you try to search for a particular policy, you need to scroll through may documents hoping you will find the one needed.

**Q33. Please describe how we could improve the grant reporting process.**

The online reporting is tedious. You have to click on multiple buttons to approve items for submission. Can we just put our full draft into the system and then click one button to send. I would reduce the frequency of the APR requirements and application requirements. It's a lot of work for the amount of funding available to the Part C program. It's time for the federal government to significantly increase Part C funding to cover the cost of services. Part B and Voc Rehab provides more substantial grant funding and there should be parity for Part C. Research shows that infants and toddler can benefit the most from services due to their stage of development.



Opening up access to the EMAPS system earlier in the year to allow more time to enter info into the reporting system and have it reviewed by TA centers before the deadline.

reporting requirements are not relevant to state or program level service delivery nor accurately measures child or family outcomes/benefits/value of receiving EI services.

I like the platforms and submitting the data is very easy. I am not sure how the data is used but I am still fairly new.

For the SPP-APR: Because the EMAPS online reporting site opens so late, we have to manually enter all data (historical and current) in the Word Template in order to share with stakeholders and to get internal agency approval in time for submission. Instead of saving time through online data entry, it takes twice the effort.

it is what it is. open the electronic system in the early fall for states to enter their data and work.

I have asked for the rubric OSEP uses for the SPP/APR and was told it is on the EMaps/ED Facts, I cannot find it anywhere. There have been some glitches with EMaps/ED Facts, and times the site is down during the SPP/APR reporting period. This is very frustrating and creates additional stress.

First, please be sure the vendor has things running SMOOTHLY with no updated, etc. as we get closer to submission time. This has been difficult a number of times. Also, please clarify what you want for the ICC form, so everyone knows clearly the expectations - and we would ask these come to us in 508 compliant formatting, and that they NOT be posted so that the private info of families and other ICC members who are not using professional demographic information can be respected. This could be a barrier for caregivers wanting to serve as chair.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

Many guidance documents are geared towards Part B and do not offer the support needed to implement our state's Part C system.

Mostly my Department staff refers me to my ECTA TA person for guidance.

Because of approval processes that have to happen at the federal level, written materials from OSEP often come out too late to be optimally helpful. A recent example is the new GEPA form, which came out with no accompanying written guidance. It will come later, likely requiring states to re-do the work instead of getting it right the first time.

if this is specific to department staff the previous question needed to be clearer since we often associate the phrase TA with a TA center and not Department staff.

The technical assistance staff at the TA centers are exceptionally responsive and helpful. OSEP staff work closely with them.

No suggestions. All TA we've received as a state has been very beneficial.



Thank you for continuing the Zoom meetings like you have, where we can see you. It helps so much! It feels more connected, and it means so much that you give all the time we need for questions.

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

DaSy

CIFR

CiFR, ECTA, ECPC, SRI

CIFR, DaSY

ECTA

ECTA Center

ECTA

ECTA

DaSy

ECTA, DaSy

ECPC, UNC, NCI

ECTA & DaSy

ECTA

ECTA

ECTA in all aspects of our programming, CIFR and DaSy next most. We are also starting to receive support with CADRE.

ECTA, DaSY and CIFR

ECTA, CIFR, DaSy



## **CUSTOM QUESTIONS**

### **IDEA - Part C - 2023 - Q8.4. Think about the types of technical assistance and support provided by OSEP...Which types of assistance were most effective in helping you meet federal requirements and/or improve program quality?**

Phone calls and webinars have been helpful. But overall, the federal program needs to be updated to make reporting less frequent, less complicated and easier to complete. We spend way too much time and money on meeting Part C requirements.

Topical webinars and TA from OSEP-funded centers

QA documents and monthly TA calls

The monthly MSIP TA calls have been well done.

I appreciate my state lead ensuring that I have received all of the important information via email.

MSIP monthly TA and DMS calls, topical webinars and Q&A documents

Monthly TA calls

TA calls

The fiscal TA has been especially helpful.

Nearly all assistance our state has participated in has been helpful. With the monthly TA calls, my only caution is information shared that is "off-topic" from what the title and description indicate. I've listened in on Part B related calls and information about Part C is shared which makes it difficult to plan and use our time wisely. We're often afraid to miss a call even though the description indicates it's not related to Part C because this has happened in the past and we're afraid we'll miss something. If topics could be broken out by Part B and Part C that would help folks plan and it might be less confusing if there were separate calls for B and C.

Emails and in-person calls with our state lead - they are so busy, so sometimes it takes a bit of time. It is not their fault - they just have too much on their plates. But we have a system for "emergency" questions that works most of the time. And they are great at checking in with other people for answers and forwarding our questions as needed. We love our state lead!!!

all were helpful in different ways.

### **IDEA - Part C - 2023 - Q8.5. Which types of assistance were least helpful?**

Letters and monthly TA calls

monthly contact with State Lead - our state lead has zero knowledge or competencies/skills related to IDEA.



dear colleague letters

Some of the national calls are less relevant for Part C

None that come to mind.

none

**IDEA - Part C - 2023 - Q8.8. In light of the challenges (e.g., need for policy guidance) that emerged this year because of the pandemic, how effective was the TA you received from your state contact or project office?**

For the most part the TA is helpful.

Very effective

Little lingering effects.

This question seems outdated.

Limited TA--came after state had moved forward with changes to keep services going.

it was sparse and not provided in a timely manner - also, is this question old, as the pandemic was 3 years ago now, when agile turnaround time was needed. Individual people are available, but these doesn't seem to be an understanding of the boots on the ground complications that states faced in meeting the responsibilities

Very effective

Our project officer, [NAME] has been incredibly helpful and responsive, especially in a situation that was novel and with few readily available answers.

Very effective

It was ok.

The assistance of our OSEP state contact is always helpful. She knows the history of our state and provides valuable feedback and support. If she doesn't know the answer, she brings in other staff to assist us in getting our questions answered.

VERY EFFECTIVE - we love our state lead! and the TA we receive from the TA Centers is AMAZING.

TA has been excellent. I really appreciate all the assistance and support provided to help make our program successful.





**IDEA - Part C - 2023 - Q8.9. Please provide any suggestions you have to improve the technical assistance you received should we be faced with future national emergencies.**

Provide more time to spend APR funding and allow rollover for an extra year. States have a hard time spending funds within federal timelines due to state contract rules and regulations. It can take a year for an RFP to be done, start to finish.

N/A

employ staff that have knowledge of IDEA programming, services, regulations and fiscal requirements.

faster turnaround time. there is so much caution that was applied and we did not have time for caution. More frequent communication - as the Part C system, we were probably "not as important" as the overall educational side, however, states did much work without knowing if it would be considered "ok" or not.

Getting formal guidance to states sooner. With so many moving parts, getting guidance out was paramount and it's hard to do when you don't know what guidance might be coming. Now that the pandemic is "over" states need ongoing guidance on issues like service delivery via telehealth.

OSEP and TA Centers sprang into action along with all of us - I'd say it was pretty darn amazing! One thing that is out of OSEP's control but could be shared higher up is the ability to OSEP to provide emergency information more timely instead of having to go through all your usual processes to approve at various levels the info we receive. Some of the COVID info was late, and we just had to do the best we could.



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

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

The titles of group of staff aren't intuitive (MSIP for instance,) so its hard to find what one is looking for.

More quick links to specific information.

Searches for specific information using keywords should be modified to improve quicker access, reliability, and the most recent information.

Spell out initial use of acronyms. Close with summary.

There is a lot of information so a quick reference guide could be beneficial.

n/a

Great people

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

The documents take FOREVER to get to us so the need has often passed by the time we get them. OSEP tells us a document is in the works, but then we don't see for months and months, sometimes years after they tell us its due. It's maddening and not helpful.

No issues with the quality and usefulness of documents.

Non-regulatory documents are sometimes overly detailed.

The guidance provided on discipline this past summer and then the surprise depth of the SPP-APR Indicator 4A and 4B clarification which should have been shared BEFORE we submitted the SPP-APR. The median "guidance" also appears to be included in this year's Indicator 4a and 4b documents which again should have been shared BEFORE state's submitted. We don't like hidden agendas in the field so just tell us what you want.

n/a

Good



**Q33. Please describe how we could improve the grant reporting process.**

OSEP requires me to submit data (Indicator 3) that they don't use for my annual determination, instead they use NAEP data so why do I have to submit it?? There are several such discrepancies, which just seem like hoops to jump through.

Provide targeted support on specific data tools, requirements, and guidance. State leads can plan meetings that specifically address each area w/ examples, or cases.

none

I'm going to back to Indicator 4A and 4B being asked for clarification AFTER states submitted their SPP-APR without knowing what OSEP was specifically looking for and then asking states that had received approved processes in the past to explain their rationale. We should have been asked for this before submitting our SPP-APR.

Great people

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

more timely and based on the real needs of states. The OSEP grant applications that are sent out don't actually match state needs. And, the reporting requirements are so massive that it isn't worth applying for the money because my state's workload burden after receiving the grant is larger than the utility of the funding...the juice isn't worth the squeeze.

Provide specifically targeted assistance regularly (monthly). Timely and consistent support is essential.

I think your assigned OSEP TA contact, [NAME] does a great job of getting us answers to our questions and keeping us as up to date as [NAME] can with upcoming guidance; however [NAME] cannot provide that guidance when [NAME] does not know about it either. I think the TA webinars help us in the field to gain information we can use but it needs to be provided BEFORE changes are made in policies, procedures and practices.

They always provide good information

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

NSCI, IDC, CIFR, DASY, NTACTION, CEEDAR, NCII, etc.

National Technical Assistance Center on Transition: the Collaborative, National Center for Systemic Improvement (all collaboratives), CIFR, Center for Appropriate Dispute Resolution in Special Education, Center on Positive Behavioral Interventions and Supports, Early Childhood Technical Assistance Center,



National Center on Deaf-Blindness, IDEA Data Center, IRIS Center, National Center on Accessible Educational Materials, National Instructional Materials Access Center,

NCSI, IDC, NTAC

IDC

CIFR, NTACT, ECTAC, & IDC

NCSI, NTACT, OSEP contact ([NAME])

CIFR - NCSI - IDC

CIFR

NCSI

WestEd

[NAME] OSEP

## CUSTOM QUESTIONS

**IDEA - Part B - 2023 - Q7.5. Think about the types of technical assistance and support provided by OSEP ... Which types of assistance were most effective in helping you meet federal requirements and/or improve program quality?**

FAQs, TA calls/webinars about expectations/requirements, not so much about TA Centers

Q and Q documents and Monthly Calls with OSEP liaisons, monthly webinars and calls with TA Centers

Meetings, TA calls and webinars

TA calls

Knowing ahead of time what is expected in state reporting.

State Lead monthly calls and accessibility to our State Lead.

Great TA



**IDEA - Part B - 2023 - Q7.6. Which types of assistance were least helpful?**

monthly calls with state leads, Webinars about TA Centers

Newsletters

topical webinars because of grantee's uniqueness

Receiving 4A and 4B clarification AFTER our SPP-APR was submitted. We need to know ahead of time if there are concerns with our PPPs since we submitted our information the same as the prior 3 years I have been here, and we never received a comment on 4A or 4B.

n/a

None

**IDEA - Part B - 2023 - Q7.8. Describe the impact it might have on the State if OSEP were to fully automate the IDEA formula grant submission and approval process.**

Would make things more efficient but wonder how SEA would get public comment

Process would be expedited

As long as our state knows in advance what is expected, I see no issues with the automation.

It would create efficiencies.

Automating the grant submission will be a positive impact to ensure it is received in a timely manner.

**IDEA - Part B - 2023 - Q7.9. In light of the challenges (e.g., need for policy guidance) that emerged this year because of the pandemic, how effective was the TA you received from your state contact or project office?**

It was helpful but too slow.

Very effective

It has been the same.

more than satisfactory

[NAME] has been GREAT to work with and we appreciate that he was assigned to our state. [NAME] will take our questions and get back with us in a timely manner.

Highly effective



Perfect

**IDEA - Part B - 2023 - Q7.10. Please provide any suggestions you have to improve the technical assistance you received should we be faced with future national emergencies.**

OSEP staff need to actually have special education implementation experience. And, they need to have a mindset of supporting states, instead of catching states in IDEA violation. The relationships between OSEP staff and the state is the poorest right now as it's been in years.

Consistent, clear, and concise information that speaks to each individual area.

npne

I am not sure pending the nature of the emergency. It was difficult when our governor closed our schools in March 2020 through May and we had to pivot to virtual options for students with disabilities that needed face to face instruction. Our youngest learners were the most impacted. It was not beneficial to many of our students that lacked the accommodations they needed that could not be provided electronically but we did the best we could.

Case-by-case consideration due to geographic location and unique situations.



## IDEA National Centers Program

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

I often find dead links.

It is difficult to find information quickly on the Department's website, especially if you do not have the exact phrasing of a resource.

There are too many pages across multiple divisions and programs within departments that are not connected in any sort of hierarchy. The result is difficulty finding where the most up to date information is available. Sometimes the same information will posted on different web pages and its unclear if they are always the same or different, e.g. field memos. It would be a monumental, coordinated task to fix and I know is a result of the rube goldberg nature of a government agency executing regulations derived from the competing sometimes conflicting information in any statute AND, it would be great if the web pages were improved.

Able to better capture more terms to use in searches

Resources are not always where I expect them to be. I have to hunt to find things. The website is often slow.

People who know about the IDEA National Centers can search and eventually find them, or go to the center's websites directly. However, for people who don't know about them (and I assume that's an ED goal, to get the word out), the ed.gov site is unhelpful. There is nothing on the landing page that even lets the uninformed user know that the centers exist. Info on the centers doesn't fit within the 4 categories at the top of the page (Student Loans, Grants, Laws, Data), which is understandable. However, there are no categories, boxes, links ,anywhere else on the landing page that would even hint to the user that there is really good information available via these centers.

make things easier to find, more intuitive.

More intuitive structure based on programs and removal of old data- archive site? or just removed. Confusing with the new and old versions.

More intuitive, user friendly. Less formal, less text heavy. Increased use of navigation elements.

#### Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or



**type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

It would be great for the documents to be more on-line friendly with more links to relevant information found elsewhere in the document and/or on the Department's website.

I responded "N/A" to all of the items on the previous page because the question is unclear and unanswerable. Which entity develops the "documents from the IDEA National Centers program"? My answer would vary depending on whether you are talking about ED documents, OSEP documents, or documents from Center A vs Center B vs Center C.

**Q33. Please describe how we could improve the grant reporting process.**

G5 is a mess. I hope that it can be improved to auto populate each APR with the performance measures from the last report, as well as the program measures.

G5 is a horrible platform and needs to be replaced.

The G5 submission system is very tedious and difficult to navigate. Having to cut and paste or hand enter information into Section A leave the opportunity for errors to be introduced. It would be so much easier to be able to upload a PDF for this section like you can Sections B and C.

the performance measures are only a tiny part of what we use to improve our services but that is the nature of performance measurement, not a shortcoming of the Department.

Less reliance on email and an improved portal through which the reporting can more seamlessly be accomplished.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

Have enjoyed learning from other centers

I have never considered the input from the Department staff as "technical assistance," so I learned something with this question. Rather, I mostly feel that input from Department staff is a long list of "you should be's" and "you need to be's" without listening to what we, as centers, need in order to complete that list. Example: For the "creating opportunities for sharing best practices" item, we hear a lot about what different centers are, usually followed by "you should be doing that, too." It's not peer-to-peer, and it's not TA. In some cases, the focus, the work, and the audience are so different from our center that the "you should be" is not appropriate or relevant for us to be doing. But, because one of the centers is doing it, there's a push for the others to be doing it as well.

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**





Multiple providers - many sit on our advisory board

NCIL

**Q46. Which of the following best describes your job role? (Other, please specify)**

Sr. Associate Director

Center staff

Provider

**CUSTOM QUESTIONS**

**IDEA - NAT - 2023 - Q11.1. Think about the types of technical assistance and support provided by OSEP...Which types of assistance were most effective in helping you meet federal requirements and/or improve program quality?**

Review of products. Strategic thinking partner. Clarification on processes.

Fba guidance, director's blog

Our OSEP Project Officers at great, they are partners in the work and help up do our best work.

N/A

Just in time guidance to answer my questions about grant requirements, expectations, and priorities and how to meet them

regular scheduled meetings with dedicated agenda based on project performance

Everything that our project officer helps us meet our federal requirements and improve program quality. She is strategic, thoughtful, on time and on point.

Having monthly calls, being able to ask questions at other times and being given clear answers/responses, information from OSEP about priorities.

Assistance in collaborating with other centers; clarifying Department policies and procedures; providing opportunities to reach out beyond our traditional critical partners to engage with new partners; providing information about successful initiatives happening at other organizations; supporting our project's mission and goals. The experience and skills of our project officer are a great match for our project and we are grateful for her expertise, helpfulness, and support!



Interestingly, I have never considered my OSEP Project Officer as a source of TA and support, more as oversight. Our internal formative evaluation processes (which include feedback from our constituent groups) and our external evaluator are the sources that are most effective in improving program quality. Yet, no matter how highly our constituents rate our work or how strong our external evaluation activities show we are, or how much we've grown, we are constantly told that it's not enough: not enough products, not enough services, not enough innovation, not enough impact.

regular phone calls

regular meetings and opportunities to get insight into project activities.

Monthly check-ins, feedback on reports

**IDEA - NAT - 2023 - Q11.2. Which types of assistance were least helpful?**

N/A

Sending me links to previously prepared information (e.g., recorded presentation) that offered general guidance

APR support

Everything she does is helpful

None.

The firehose stream of things that we should be doing (more and more), the perceived sense of competition with some centers and forced collaboration with others, and the inability or refusal to LISTEN to us. We have a certain level of expertise that is informed by more than the perceptions of those who work inside the Beltway but we're shut down when we try to explain, with data, why we should/should not do something. I wish our project officer would just listen.

can't think of anything

**IDEA - NAT - 2023 - Q11.3. In light of the challenges (e.g., need for policy guidance) that emerged this year because of the pandemic, how effective was the TA you received from your state contact or project office?**

Our project officer was very engaged and worked hard to keep us informed.

N/A

Very responsive and effective.

Great



Excellent

Very effective.

Given the nature of our work, we were less affected by the pandemic than many other projects. Our support during the pandemic was exemplary.

up to the task

N/A

**IDEA - NAT - 2023 - Q11.4. Please provide any suggestions you have to improve the technical assistance you received should we be faced with future national emergencies.**

TA response was outstanding during the pandemic.

Understanding that it make take us a bit to catch up with spending/invoicing without threatening to take money away from us.

Please be understanding. We were all dealing with the same national emergency as the rest of the nation. We all worked around the clock and sacrificed a lot, despite dealing with those same emergencies in our own professional and personal lives. But with every impressive accomplishment came not a brief respite but more work. I pray for no future national emergencies, but if there is one we'll step up to the plate again. And we'll hit it out of the park, again. But (to continue with the baseball analogy) as we limp, battered and bruised, across home plate a pat on the back would be nice, rather than a lecture about how we ran too slowly.

more timely responses for states



## Improving Basic Programs Operated by Local Educational Agencies Program

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

The resources page could be more visually appealing if it utilized expanding tabs for each section instead of having users scroll through the whole page. Tabs could be organized according to the overarching topics that are currently established.

Take it down and start over...

Better organization, and making sure links work. Navigation is sometimes a mystery. In searching for historical Title I documents in the last year, after taking ~ 5-10 minutes to find what I needed, the links to the documents ended up not working.

Basically, improve the layout and navigation and make sure your links work.

I don't have any recommendations.

Some of the links on the website do not work. Specifically the resources tab for Title I, Part A. It would also be super helpful if there were videos for Title I, Part A as a new employee reading the guidance that I can find is not always helpful on allowables.

It would be helpful to have access to exemplars regarding programmatic or compliance issues.

It is not easy to search and find items.

N/A

More current resources and templates to assist SEA with the implementation and monitoring of the Title I program. Updates to best practices for fiscal and programs would be helpful.

make searching for documents or by topic easier and more reliable. Perhaps organize the resources a little better or more visually appealing.

Move older items to an archive and ensure that new items are uploaded in a timely manner to the website.

There are several broken links and it is sometimes cumbersome to find information.

The website is full of helpful information, however, it is overwhelming to look at. For someone simply looking for guidance on a specific topic of concern, it is hard to search for it. There are several links and not clear explanation of where to find specific information. It would also be helpful to have a description of which offices handle specific programs.



n/a

Could improve by making it more user-friendly. I would also suggest to have the information available in spanish as well. This would help peers that aren't fluent in English language here in [LOCATION].

The search results aren't quite accurate. The website has improved over the years, but more improvement would be great. Making links to frequently asked questions/accessed documents more obvious would be helpful.

I often get a "Error: 404 - page not found" message when clicking links from the original Title I part A page (<https://www2.ed.gov/programs/titleiparta/index.html>). Many of the links on the menu (resources, guidance, etc) often do not open for me directly so I end up having to google and try to find other pages. In regards to content itself, there are so many specific requirements in Title I, part A, that it sometimes seems like there is not sufficient information or guidance for each unique requirement, or examples of how those requirements are applied in states and districts. I would love to see more examples of applications of these requirements in the resources/guidance sections.

Some of the documents provided through searching are old documents. Sometimes it gets frustrating trying to identify what is being looked for. So I would say include more concrete filters that assist with getting to the most relevant/current resources quicker.

The website could include more direct resources for SEAs in supporting the LEAs in their state. For example, more template resources could be provided by the USED in regards to documentation required by federal law for SEAs to collect from LEAs.

I find it hard to navigate without using the search feature to find things quickly. I also realize USDE has a plethora of information to manage on its website so that is a factor to consider when measuring ease of use. I always find what I need, it just may take some time.

There are dead links on the website. I usually use google to find documents on the website because it is so difficult to navigate! The best way to get what I need is google or going to our wonderful contact at the USDE.

I am not a web-site developer. Yet menu items are shown/listed on the left side of the pages, and then more links and information is found over on the right hand side of pages. A bit overwhelming.

More frequent updates

Scrap it and start over. Difficult to navigate, find specific information, find contact information for my state, etc.

The content has to be restructured; perhaps with headings, accordion links, etc. Too much information on a page is overwhelming.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**



We haven't had this in a while, but better communications around when to expect upcoming guidance. We usually find the quality and usefulness of documents to be good.

No recommendations.

Access to exemplars.

N/A

Sometimes the non-regulatory guidance doesn't include practical solutions (i.e., guidance provided is more of an administrative burden) for LEAs or SEAs.

There is very little communication sent regarding Title I programs; therefore, it would be nice to receive regular updates and information.

provide more examples in NRG. If simple examples are provided please address whether real life examples need to be more detailed. consolidating the guidance as done with the "Within district allocations for Title I" document is very helpful.

Guidance needs to be released sooner.

For the most part guidance docs and additional documents are helpful. I'd like to see more FAQ's related to how funding is or isn't applicable to tribal/BIE organizations.

While the legal language is necessary and appropriate, adding a section for stakeholders and LEA's that translate the legal language into common, simplified language.

n/a.

As stated before, I would suggest having the documents available in spanish for those peers who aren't fluent in English language here in [LOCATION].

Please update guidance. Some is LONG over due.

I would love to see more applicable examples of how SEAs and LEAs should be implementing Title I in order to meet some of the requirements. Templates/examples/rubrics would be helpful!

Again, USDE Is providing guidance documents, not answer to all of our specific questions so I understand the challenge of that. The SGR newsflash has provided a lot of context in between letters, blast emails that clarify guidance, etc. I appreciate all the USDE teams do.

All the guidance docs are thorough and helpful - the more you can have with that level of detail the better! I would love more overview documents for new state coordinators or networks for us to connect.

We find the non-regulatory guidance and newsletter helpful and useful!

Guidance should be updated frequently and should be very precise.....no gray areas.



N/A

**Q33. Please describe how we could improve the grant reporting process.**

There are too many things to report.

None

Earlier preparation materials and please don't change reporting requirements (e.g., ESSER) during the reporting windows.

Better Communications

N/A

CSPR data is reasonable. We have more concerns with the ESF reporting.

An annual training or webinar on grant reporting would be helpful to understand this area.

Because of the variability and flexibility for Title IA funds, it is difficult to identify data that would be useful for determining the success of the programs, or comparing one districts program to another. Providing some guidance or research around measurable characteristics of Title IA programs would be helpful.

No additional recommendations here.

The previous CSPR tool would display data that was pre-populated by EDFacts. The current tool does not and makes error checking before submission difficult.

Much of my concern may be items that need to be clarified on the state side. Generally the spec docs are helpful but with a go-between person, it's not always easy to ask specific questions.

More webinars on the reporting process that includes how the data is used, suggested methods of collection, trouble shooting discussions, etc...

n/a.

I don't submit this report

The process is fine, for people new to the work, the guidance can be difficult to understand. Host an engagement for people new to their roles on understanding the reporting requirements and process for reporting.

NDE can/should improve our internal info/reporting, yet, federally some disconnect between the EDFacts overload of information/requirements and the CSPR information/requirements.



No answer

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

None. I get the bulk of my technical assistance through LRP's Title I Handbook and their online site.

N/A

Really appreciate the work and collaboration with NAESPA but don't receive much support from the comp centers or RELs

It would be nice to have the following:

- frequently asked questions (FAQs)
- training (webinars quarterly)
- toolkits or other resources

There is a lack of initial training for new consultants and managers of consultants. Onboarding trainings specifically for program implementation would be appreciated.

n/a.

I would love to have a peer learning group developed, or more technical assistance opportunities provided by the department staff, or a consultant TA center. Many of the other Title programs have a TA center or provider but Title I, part A does not and it is one of the most complex! I feel like it would be enormously helpful to have peer communities facilitated, question/answer platforms provided or listservs where we can hear from others across the country who do the same things that we do! Most Title I, part A staff are the only ones of a handful of people in the state that are responsible for all the requirements of the law. Having connections with other SEAs who also administer these same programs to learn from and get assistance would be hugely beneficial and I have not yet seen that available for Title I, part A.

We could having quarterly or other periodic trainings. The FDOE would like to consistently ensure that we are abiding by federal law in the implementation of our programs but we do not receive training opportunities from USED.

Our program officer ([NAME]) is thorough and wonderful to work with! She really hears what we are looking to improve and always provides the exact resource we need to move forward. She both connects us with appropriate staff at the USDE (lawyers) for difficult policy questions and also shares examples from other states when necessary. We appreciate her support and thoroughness!

Nothing to add at this time.

[LOCATION] had the opportunity to host sessions with Department staff; we still receive emails from LEAs requesting they come back! Content and format were excellent!





**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

Comprehensive Centers

Region 15 Comprehensive Center

Region 15 WestEd

NDTAC

Region 12 REL and the EAC

ND TAC

R16 Comprehensive Center Network

Regional 12 CC

Neglected and Delinquent

OESE

Comprehensive Centers, NDTAC

T4PA

NDTAC

Office of School Support and Accountability

Region 7 Comprehensive Center

[NAME]

[NAME]

[NAME]

NDETAC

REL - Title III



**Q46. Which of the following best describes your job role? (Other, please specify)**

SEA Ed. Program Officer

Bureau Chief

Asst State Superintendent



## Independent Living Services for Older Individuals Who Are Blind (IL-OIB)

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

organize information so that information is easy to find and/or lookup

It is not an intuitive or user friendly site. It seems very old and out dated. The search engine on the site is not helpful, and rarely helps you find what you are looking for.

It would be nice to have an area on the site that compares and contrasts states data with neighboring states, or states of similar population and geographic size.

I have not had the opportunity to search website to provide adequate feedback.

I think, in general, the Dept of Ed. pages are too busy.

Make easier to find specific guidelines for OIB

Information can be difficult to find. It should be organized better and have more visual cues.

Login is very problematic and often requires multiple emails and interactions prior to being able to get in.

The accessibility is difficult to navigate. Maybe someone who is qualified to work with such issues should be asked to look at the website and try to complete one of your forms to figure out the problems and either fix them or make suggestions for the fixes.

N/A

Nikki Jeffords is really terrific and has been very responsive and supportive!

n/A

I have no recommendations for improvement at this time.

Independent Living Services for Older Individuals Who Are Blind page could have much more information on it and links to other resources.

I do not know.

I honestly don't think I've ever accessed the website.



**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

I do not receive any mentioned information or newsletters. Though, this sounds extremely helpful.

The vast majority of information received is through OIB-TAC, which is helpful so we can have dialogue and follow up. At times the information sent out directly by RSA is confusing so follow up is needed. [NAME] does an excellent job of following up promptly and giving clarifying information, which is very helpful.

I don't honestly remember seeing anything from RSA that matches the documents described.

I do not recall the last time that I received a document from the RSA regarding the OIB program. I have never received a newsletter or blast email.

The 7OB needs to be updated badly.

The 7OB Report can be vague and confusing especially for new program managers. There could be different interpretations to the questions, so not all states answer the questions the same way.

N/A

We don't really have a lot of documents to review for OIB

N/A

When possible, provide direct answers to the questions asked. Provide feedback and follow-up as promised.

I have no recommendations at this time.

Frequency of receiving documents could be increased.

I don't know.

**Q33. Please describe how we could improve the grant reporting process.**

Trying to separate AT services from IL skills training is very difficult for the purposes of cost.

The MIS site allows only one program staff person to enter and submit report data. In many programs, more than one staff may be assigned to the data collection/reporting such as the program manager and a fiscal officer. It would be useful if both could independently enter data to complete the relevant report sections.



Develop a 7-OB training; recommend strategies for consistent data collection

Provide more training opportunities to explain the process and information collected

We just finished our first year of Aware and pulling data was somewhat problematic in some areas where we found entry problems on our part. I would really like to see the questions about how many staff are disabled. This is a confidential disclosure that no one should be releasing. Perhaps you could ask how many people are working with an ADA accommodation.

Update the 7OB report and provide more guidance on exactly what data you are requesting and why.

The password requirement is difficult to maintain. The fact that we have to change it that often can be annoying. Also, the website is not user friendly.

N/A

The reporting is fine and the tool is fine. There could be more detail in terms of definitions i.e. severe vision impairment, assistive tech, etc

N/A

there are several data elements that we have to report on that really do not matter. We should report how the money was spent, how did the consumers benefit and did it help them remain independent.

The forms at times without consistency, have accessibility issues and the information gets jumbled without a clear pathway from one section to another. It would be great if they were simple fillable forms that flowed from each area to the next without the varied tables.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

This section is confusing because the majority of the areas to be rated I get the majority of that information through the OIB-TAC program and site. Which I believe is the proper entity to provide the technical assistance in the areas noted on the previous page.

Other than our project officer attending the recent OIB-TAC conference in Savannah and giving a brief presentation, I don't think I've had any interactions with Department staff in the manner described.

Expanding/Obtaining resources for overall administration and direct customer services

Providing more individualized training to states

Be more supportive of agencies providing OIB services with staff that are agency trained due to the fact that there is a massive shortage of qualified vision professionals.

I would give the TAC an 11 if I could.



There should be a session on how to navigate the website.

N/A

OIB TAC is fantastic at getting state OIB managers together to share resources and the free course work on their website is really terrific

N/A

Having more of an opportunity to meet with her as a group to get feedback, suggestions, updates, etc.

I have no recommendations at this time.

Hard to understand the question. Department staff doesn't provide any assistance to us. The OIB-TAC from [LOCATION] provides the only assistance we receive.

I don't know.

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

OIB-TAC

OIB-TAC

OIB-TAC

OIB-TAC out of [LOCATION]

OIB TAC

MSU, NRTC on Blindness and Low Vision OIB-TAC

OIB TAC

OiB-TAC

[LOCATION]

[LOCATION]

OIB-TAC offered at [LOCATION]



[LOCATION] OIB-TAC

OIB-TAC

OIB TAC [LOCATION]

OIB TAC

**Q46. Which of the following best describes your job role? (Other, please specify)**

Program Manager

Program Manager

Program Manager

Area Manager

Program Manager

Program Manager

OIB staff manager

Statewide Coordinator

Program Manager

Program Manager

**CUSTOM QUESTIONS**

**IL-OIB - 2023 - Q13.4. Please tell us how RSA can improve the technical assistance that you received from RSA staff or the RSA-funded OIB Technical Assistance Center this past year. Please be as specific as possible in your feedback (e.g., identify topics or issues RSA should address, describe how we can improve the technical assistance you receive during national emergencies).**

improve user experience (UX) design of the website. for example, to log in and report the 7-OB data, users have to navigate to the website footer. This is not intuitive.



More detailed training on the 7OB data collections and providing work aids to collect the data

The OIB-TAC is prompt and very helpful. The attention from RSA to our OIB state programs is not obvious. [NAME] attendance at the OIB-TAC annual conference is helpful but she is often dual tasking (perhaps due to a heavy work load). I recently heard that she made some statements at CSAVR about RSA making it mandatory that computer tech be introduced within 30 days of opening a client up for service. I would have thought that OIB program directors would have heard about this at their meeting in [NAME] and not having to info dropped at CSAVR.

minimal assistance received by the RSA, most assistance received by the OIB TAC. Assistance by RSA is infrequent and generally not offered. We can reach out, but it might take a while for a response and when the response comes it can be vague.

The OIB-TAC is amazing. I have nothing but great things to say. They are always available to answer questions and provide excellent training and services.

Improve the website where we have to complete the 7OB Report.

N/A

The tech assistance is not issue. The issue for OIB programs is the limited funding

There are a few sections of the 7OB that could be simplified.

N/A

i have no recommendations at this time.

I don't know.





## Indian Education Formula Grants to Local Education Agencies Program

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

More spacing in between textboxes.

an online tutorial or the ability to print step by step guidance,

No suggestions at this time. It is user-friendly and has great information available

No added improvements can be seen, but thank you for the student support.

Make it more user Friendly.

There seems to be several different websites linked to the IEFG. The Department of Ed, the customer service portal, and one other. On the DoE website, one click will take you away from Indian Education altogether. The videos and slide decks from webinars on the customer service portal are not uploaded in a timely manner. It would be helpful to have the slide deck available on the portal BEFORE the webinar so that notes could easily be taken on them. The resources tab could be divided out by webinar videos, slide decks, FAQs, etc.

Less clutter

None

I see no problems with it

I've found all contacts a pleasure to work with.

It seems that every year the grant application changes in some form or another. It would make it much easier if the process was the same every year.

It would be nice when we want to print our pdf of our application if we could actually read it. It would be nice if it would come out in a font of 12. Then when we are asked to share it for our consultation we can read it and share it.

Increased opportunities for new grant managers to learn how to navigate all of the processes and procedures related to the grant.

The website looks old and functions like old websites. It is not user friendly and the information is presented in an overwhelming manner. It needs to be streamlined and have a cleaner look to it, which would help with finding information.



No suggestions. I have not needed to utilize the site in recent months.

Have the forms needed more readily available.

The years that I have worked in submitting applications, I have never had any problem. if i do have a question, I always got help from the HELP desk.  
Thank you for the help and assistance I received to make my application submission helpful and easy.  
The grant funding was big help for our school and students.  
Thank you again.

Make the information easier to find.

I think the website is improving. I still find it difficult to find information but it is getting better.

This was the most cumbersome application I have ever had to deal with taking literally weeks to fill out a simple application due to all the access issues. I really don't see the need for all the firewalls starting with having to fill out a special application that I had to jump through hoops just to get, simply to have the name changed from the previous principal. Then I didn't even know there was a special site I had to go to for which I also did not have access and had to have someone walk me through that whole process, simple to get access to previous documents. It was a ridiculously, unnecessarily difficult process. On top of all of that I called several times for support and no one answered the phone nor did they return my calls.

N/A

I feel the site is hard to navigate.

I feel feel the site is confusing to operate.

A link to all available training materials for new employees not trained on how Indian Ed works

The website is okay but the OMB survey platform is not ideal for reviewing and sharing program information with parents.

At this time I do not have any recommendations.

Have information and forms specific to Title VI located under Title VI Indian Ed. Not having to spend time guessing where to find information or a form.

A step by step document would be nice for new people. I have searched many years ago and did not find.

As a new director I was unfamiliar with EASIE Part I and Part II etc. so having everything organized in that way from the home page was a little tricky to figure out at first on where I could find which webinars, documents, etc.

Improve print options.



I'm not sure how to improve.

I have no problems with the website. Good job

Most of the time, I'm looking for the Title VI enrollment form, the ED506, or something specific to the grant. I have a hard time finding it on the website and it's quite frustrating. The Department shared the Communities 360 website, but half of the time it's not working.

I don't really get on the website for what I need. I usually find it on other areas.

Some basic demographic of all Title VI programs. Just to see where everyone is at and how many are in each state.

No recommendations

I don't really use the website.

No suggestions

more access to support phone numbers

Possibly have an inperson gathering for all grantees every 2 years where we can ask questions and learn from one another.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

N/A

No improvements are seen concerning documents received.

The emailed documents are great. The documents that we are expected to find on the website are sometimes hard to find, but once they are found they are generally very clear.

It has been very difficult to coordinate the timing of the EASIE Part I and II with our IPC meetings and public hearing. PART I comes out before the public hearing/IPC review meeting, so I do not know if there are any changes recommended. Once PART II comes out, it is too late to make changes, so it feels like the collaboration from the public hearing, and with the IPC is disingenuous. But, I have to schedule the public hearing/IPC review for once PART II comes out, because that is the actual application they review.

Additionally, we made change in year 3 of a 5 year application, but the changes did not transfer to year 4. When I completed PART I of year 4, it did not show the objectives and activities, so I had no idea the change did not rollover.



So, now the only way I can update the application based on recommendations from the IPC is by adding them in the comments. The whole process undermines confidence in our ability to collaborate with our tribes.

I did not see information about the inability to make changes in PART II in any communications. (Sorry if I missed it.) The webinars were held during our spring break.

I recommend having the application be one step (not too), or having PART I review objectives/activities, or discontinue the multi-year process.

Thank you.

None

N/A

Everything seems fine in my experiences in this area.

We would like to be able to read our application when we want to print a pdf. The font it comes out in is so small you can't read it unless we put it at 135% or larger.

NA

Emails and documents have way too much information on them. Main points should be bulleted for quick action, then other information can be there as a reference with links. It takes time to pick out important info.

We need to be able to print copies of application in a more readable form

Documents are sufficient

no comment, all communication is clear.

NA

Make it a simple process, get rid of the multiple websites, provide access through BIE for BIE and tribally controlled schools. Also, answer your phones.

N/A

N/A

Simplify it

newsletter or training webinars

The final Part I and Part II reports, as well as the APR, could be easier to read.



Again, having the Title VI Program specific information, regulations and forms under a clear title for the Program.

None needed as this time

Some of the obstacles may be internal on the LEA side with different staffing transitions and updating contact information... some sort of a New Directors packet or overall introduction would be greatly appreciated for incoming directors as they are transitioning in or over to administering Title VI Programming...

I usually call as ask for guidance.

I like the online Title VI grant application. Applying for the grant is super easy. The supporting documents to sufficiently and confidently manage the Title VI Program are lacking. If the ED506 form is critical to the grant count, why is it so difficult to maintain a new enrollment form? At times, I am reassuring the school district officials that it is okay to use an expired ED506 form until we have access to a new form.

Sometimes, I have questions about a tribal citizenship card or tribal documentation I have received for a student, and 9 times out of 10, I am emailing questions that pertain to a state-recognized tribe because the federal registrar of federally recognized tribes is available and shared by the Department staff. The state-recognized tribe's list is not available and I feel uncertain or unsure if I should enroll a student based on their tribal citizenship information and the state-recognized list I am directed to by Department staff.

Each program is different and may be from areas in which schools are located. So a one answer does not always fit. (FAQ's)

None needed

no suggestions

I do not care for the new set-up and end-product of the Title VI application. There are too many pages to print off. The previous format (maybe two back) was much more reader- and user-friendly.

**Q33. Please describe how we could improve the grant reporting process.**

N/A

The excel sheet for data entry was cumbersome and difficult to enter data

No improvements seen at this time, thank you.

The surveys are too lengthy and hard to print out. Hard to explain to our IEC.

The grant reporting process is fairly easy.



When I print in either of the two forms, the print is tiny.

It can be very difficult for our Native American Liaisons to track each student, parent and staff member by each objective and activity. It is a wholistic, comprehensive program.

None

No Comment.

The copy of the application and report that we can access on the user end is nearly impossible to use due to the formatting and size of print.

I can not of anything you need to improve the reporting process

NA

The grant reporting process is sufficient

Pre-populating much of the data for review and reflection is much appreciated. Formatting of the PDF printout following submissions could use improvement. The responsiveness, and support when questions are asked, or calls are made, is great.

All statements included in the grant application is carefully studied and information is accurate to support any report in the grant application.

Im still learning myself so Im not comfortable with offering suggestions

do not like the APR only counting one student for one activity. even if students take part in various activities.

No suggestions.

Some of the data could be simplified

Some of the questions on the forms seem irrelevant

The state data that pre-populates does not always appear accurate. We had no data for graduation rate last year, and our superintendent said the state reports that to the federal government. There should be a way to override this and enter our graduation rate.

Drop the APR Report. Over the last few years, more and more reporting requirements have been made in this Program without providing the additional time or funds to do this extra work taking away from providing direct services. We already do an extensive accountability report for the Tribal Consultation.

None at this time



Still trying to understand the connection between our own identified goals and the GPRA Measures and how they correlate (or don't). The data is helpful but maybe a best practices tracking webinar or forum for other grantees to share methods between each other would be helpful and inspiring. Is there ever a place for Directors to gather and meet?

I understand the accountability focus of the Title VI Annual Performance Report. I'll work thru it and do my best to report our student services count.

I just don't like the report. It's a huge report for us and requires a lot of time and effort. But, during and after the APR submission, we are able to review how we served our students, how many students we served per activity, etc. So, it's important information for the program and our families. One concern I have is we are only allowed to count a student one time in each objective even if we serve the student multiple times and in different ways during the school year.

I don't think its fair that we have to only count our students once on the services that we do that might be under one objective. Our programs would look much better in participation if we did not have to pull kids out of counts on those who participated. When looking at each service, we are not going to go over our total number of kids who participate because not all are going to sign up for an event

No problems with the grant reporting process

Explain how data is used by DoE

no suggestions

No suggestions.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

N/A

To maximize the best use of funding. For example, the amount of funding isn't enough to cover a director's salary plus fund all of the activities and programs.

No improvements seen at this time, thank you for quick assistance when needed.

The technical assistance area is getting better with friendlier and more helpful personnel.

Larger print when printing

None

None

The staff I have worked with have been excellent. They have been very helpful, nice, and professional.



NA

More module training so that people can view things at all time for the program, not just the live events.

OIE T/A always provides quality support when needed.

Zoom-type sessions are much appreciated. Presentation of some sessions appear to be read from a script. In other experiences, much learning for participants seem to occur during interactive Q&A sessions. It seems that most sessions do not include a live Q&A.

Communication between Help Desk and person in charge of programs has been made known to me for any technical contact if I need further assistance with the office in Washington.

The department has been efficient and helped tremendously.

No suggestions.

I thought they were responsive to emails I had.

When I made a phone when I was new to the position, the person on the other end seemed crabby. Maybe have a yearly calendar of meetings, deadlines, and requirements ahead of time so we can plan effectively for the year.

We have been trying to work out issues regarding the UEI # that OIE instituted. We have followed protocol many times, over several months, only to be told that some minor error has been made and the whole process has to start again. After several months, we are still trying to work out this issue.

connection with other programs could be beneficial

None at this time

When I have a question, I email my representative in the Department, and I get a quick response and assistance with my concern. That's awesome.  
I appreciate the Department's staff joining events in our state to educate and help LEAs as well as provide technical assistance by Department staff at national conferences such as the NIEA Convention. I can ask questions, give feedback, and most importantly, receive updates and assistance in person. That's important to me and critical because I receive reassurance and guidance to stay on track and/or I get reminders of things.

Where to go to to receive these training, assistance. I do miss the conference that OIE use to have in which these trainings could've been offered and was a great place to receive updates.

none

Would love to see a list of culturally responsive materials to support academic achievement

no suggestions





There could be more activities in all of these areas.

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

Don't remember.

Help desk

I do not remember, it was a year ago. I just remeber I called

log in / password

Federal Service Desk

The help phone hotline.

change our payroll manager information, so we could draw down our funds.

[NAME]

Federal Relay Service

Help Desk and staff in charge of program from [LOCATION] office.

Easie help desk

On the

I can't remember.

I can't remember

us department of education

N/A

G5

OIE.EASIE

Through The State Department of Education Zoom Conference with Federal Providers



EASIE

I don't remember the name of the person.

Office of Indian Education. [NAME]

Can't recall

[NAME], [NAME], [NAME]

Comprehensive Centers

Partner Support

EASIE

**Q46. Which of the following best describes your job role? (Other, please specify)**

Project Coordinator

Indian Education Director

Indian Education Director

**CUSTOM QUESTIONS**

**OIE FORM - 2023 - Q52.7. 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.)?**

N/A

National Title VI conference

State conferences and Federal Program conferences

State Conferences, National Associations, Federal Program Conferences

Training webinars are attended.



Our school does not fit the some of the requirements of a public school. We are an [LOCATION] Public Charter School but located on the [LOCATION] Reservation of the Shoshone-Bannock Tribes. All students are Native and 3/4 of staff are Native. So it is difficult to demonstrate how Natives have direct access since there are no non-native children or parents in our school

I use the information via the webinars offered by the title VI grant staff.

Implicit Bias Training (district level)

ASCU (National)

Culturally Responsive Teaching and Learning (National)

CCOSA, NJOMA, NIEA, AISES, UNITY

Our Native American Program staff attend NYAEYC Conferences.

Currently only those provided via Zoom

NIEA, [LOCATION] Council for Indian Education

I have not attend any conferences yet. I need information on local conferences emailed to my email address.

State conference

None at this time.

Native Learning Events, School Boards and Advisory Groups.

I don't know of any trainings or conferences that would benefit?

Maybe the MIEC ([LOCATION] Indian Education Conference)

[LOCATION] Indian Education Conference

JOM Conferences

I've not yet attended any conferences in regards to Indian Education, nor have I been made aware of any conferences located in the state of [LOCATION]

[LOCATION] Indian Education Association

[LOCATION] Native American Education Consortium Educators Conference

Muckleshoot Tribe Educational Teachers Institute

NIEA/[LOCATION]



NIEA national

local trainings

Seneca Nation trainings

State Conferences

None in the last 12 months

NIEA (pending available funding); County PD Opportunities; LEA Teacher Collaboration Times (peer to peer learning);

State, local tribal and organizational workshops.

Webinars

[LOCATION] Council for Indian Education

National Indian Education Association Convention

State JOM Conference

We attend tribal conferences and complete a professional development classes locally.

OCIE, NIEA, JOM, tribal opportunities of tribal services

Trainings from school district and what the state offers.

Just online training

State ESEA Conference and National ESSA

State Grant meetings and conferences on a variety of topics

None at this time

State and National Conferences; applicable webinars; applicable Zoom meetings; applicable literature; networking; etc.

[LOCATION], Language gathering to learn about books, trade ideas and develop materials

**OIE FORM - 2023 - Q52.8. Over the next year, what can OIE do to better meet your technical assistance and program improvement needs?**

N/A



At this time all needs are being met. Thank you

Consolidate the application into one. Provide webinars way in advance of the application, allowing for coordination of consultation with tribes, and the application deadlines.

The printing of the final application and surveys need improvement.

none

I can not recommend any changes to improve the technical assistance already provided.

NA

Refrain from sending too many emails that contain similar information or about deadlines that are weeks away that people have not missed yet.

No suggestions at this time.

The EAIE Part II application is an extremely cumbersome system to use. Once you are able to navigate through Part II and have it certified, the .pdf that the system creates is barely legible. There has to be a way to generate a better record of Part II responses.

information share on any new updated information that I need to complete the grant.

NA

N/A

Here at the [ADDRESS], our Business Director mentioned he has troubles accessing the G5 account. I wish there was an easier way to access the funds that have been granted to the school.

Make it easier for schools to access funds in the G5 system. Make the EASIE application easier. Make the websites easier to understand and navigate.

I need a document with overall guidance of the grant

Provide a yearly printable calendar with important dates and deadlines.

TRAINING FOR NEW HIRES

Work on making the final reports in the survey portal more readable and accessible to our parents and other stakeholders.

Drop the APR report - it consumes time that could be used to get Program up and going and work with students. The system that we make our application for our grant in is very, very, very un-printer friendly. You cannot see the writing, it is in excess of 50 pages. The grant system we had before gave us a good copy/print of what our grant said, you could read it and share it with parents/district easily. Our OIE person is responsive, gets back with us and assists where they can. But in dealing with the UEI #



issue we are having to deal with a different entity and they are not helpful in resolving the issue they say we are having with the UEI #.

Continue webinars

Stengthening/re-establishing IPC bylaws, membership, etc.

Continue with webinars.

OIE has great turnaround for calling back and answering questions.

Simplified

Be clear. Sometimes, I get several different answers from Department staff for a specific concern or question.

When going over the grant, do not read the whole thing to us as we can do this ourselves. Talk more to us about what we need for the sections you are requiring information for and examples to use along the way.

Webinar trainings

None

no suggestions

applicable Webinars



## Innovative Approaches to Literacy Program

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

I do not frequently use the website, but it is easy to navigate and find details when I do utilize it.

None

I do not have any recommendations at present.

Maintain the current process.

N/A

Once I became more familiar with it, I was able to navigate to the things I needed. My grant officer, [NAME], has been a phenomenal support! [NAME] is extremely professional, personable, and prompt. This grant has provided a multitude of experiences for our staff and students. Thank you for this opportunity!

Prompt responses to questions, excellent support, and guidance provided to us by the DOE. Thank you!

provide an easily navigable menu. Not having to go through updating the profile every time you log in. Generally larger fonts and graphics for ease of visual navigation. The website looks as if it was developed in the early 2000s.

Thank you for the availability and the outstanding program director supports!

It would be helpful if it provided more post-award information for grantees.

Highlight successful IAL programs

Clearer instructions are needed in the reports section of our IAL grant.

I think the website provides what is needed.

Highlight awardees activities that are successful, include directory of awardees with project director contact information

N/A--Website and materials have been extremely useful.

Larger font or ease of finding the most recent documents to complete.

The web sit is very functional.



This website is visually appealing and easy to maneuver around.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

I appreciate that IAL does not send frequent blasts or lengthy newsletters because I rarely have time to read such publications with my other director roles. They provide timely need-to-know information without fluff.

I am a novice at this point, and all documents are useful.

I feel like the instructions and directions could be a little more explicit.

The updates via emails are helpful.

I don't receive much communication from the IAL program, newsletters and other info would be helpful. Maybe my email address is not included?

The documents have been simple, concise, and easy to follow.

Perhaps compile and distribute newsletters and/or blast emails about the successful activities other IAL grant recipients are implementing. I would love to share all of our successful activities if given the opportunity.

name pdfs better so order of documents is found more easily.

Excellent and no concerns

Emails do not include detailed instructions. No newsletters or updates are received.

N/A

Monthly newsletter highlighting successful grantee activities; highlighting successful project directors

N/A--Documents have been useful.

Blast emails are helpful as are FAQ. Anything that has federal verbiage could use a quick summary to clarify important points.

**Q33. Please describe how we could improve the grant reporting process.**





Many of our challenges were self-inflicted for proposing district goals that have been more difficult to collect data than they grant's required performance measures. We appreciate the flexibility of data that arrives in late Spring during the Fall report because the interim report falls just before most of our end-of-year and benchmark testing.

I completely understand what must be submitted; however, there are limited places to upload documents, so a little more clarity in where specific documents should be uploaded would be helpful (e.g., the indirect cost rate, privacy and data document, etc.).

Maintain current process.

G5 will not accept accurate numbers in the Raw column. Example, if we had 4.27 as a result we have to round down to a 4 and makes the data look inaccurate. This is very frustrating, as we want to be able to report accurately and honestly.

Honestly, without the support and guidance from [NAME], things would not be going as smoothly as they are. [NAME] has been a great resource and makes sure that I have what I need.

I find the grant reporting process very successful as it currently is.

the website needs immense updates, and a clear distinction of which issue is G5 help desk support vs program officer support

We do not understand how IAL uses the GPRA measurements

No improvements necessary

The process for submitting reports is, and the G5 system is antiquated and messy. We always have issues submitting documents for reports. The "Save" button doesn't really save information. We have lost everything more than once before contacting the G5 help desk. I was told that it is the system itself. It is time-consuming and could be streamlined. Some examples include - certain things have to be printed and re-downloaded because of signatures. Other things have to be copied and pasted from multiple documents.

The grant reporting process is cumbersome.

Clearer instructions on various portions of reports.

na

N/A--The grant reporting process is very efficient and easy to navigate.

Maybe some examples of prior exemplary reports to refer to.

Most of the issues of grant reporting happen on our end. We have limited bandwidth and outages which make submission a challenge at times. Our largest issue is collecting data for our staff, which falls solely on us.



looking forward to G5 update

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

We have frequent personnel turnover, and I believe many other districts have the same issue. On one hand, I appreciate the freedom and flexibility through IAL to locally manage the grant, but we would certainly benefit from optional, or even just recommended, project management systems and/or training that would help us onboard and ensure that we collect and report exactly what the IAL officers expect. There have been times where we wonder if our reporting and proposals are acceptable or if more conversation is needed.

None at present.

I would love to have an in-person meeting with other project directors to discuss different grants, etc.

I have an amazing literacy team that is providing the research, data, program ideas, and resources needed to build out the programs supported by this grant.

Send email blasts or newsletters with TA information to all grantees. Oftentimes, other IAL grant recipients find they also experienced the same issue or concern that was addressed but does not ask for assistance.

improving ease of technical requirements in the first place

We have been more than satisfied with how the program is structured and the availability of help

I haven't heard from technical assistance partners or staff for the IAL Grant.

Peer groups need to be established.

N/A

na

N/A--Technical assistance has been very useful. Information in meetings is very organized.

None needed

When i took over the grant in year two, I believe many parts that needed assistance were already addressed. I have found my role to be this year to be clearly defined with programs ready to impliment.



**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

G5

I have needed to call the number for G5 portal assistance a few times after being locked out. They are always very helpful and friendly.

**Q46. Which of the following best describes your job role? (Other, please specify)**

School Project Director

## CUSTOM QUESTIONS

**IAL - 2023 - Q65.4. What could the IAL team do to improve the content of technical assistance?**

I know it is a fine line to walk, but we would benefit from more objective feedback from the grant officer about what we should or should not do in certain situations. I assume that many grant recipients are new or fairly new to working within such an extensive grant, and we second guess ourselves quite a bit when a proposed activity or budget amount does not work out as intended. We truly appreciate the freedom to operate within the overarching parameters of the program, but I have received feedback responses in the past that felt more scripted than the officer's actual expertise or recommendation. Again, I know this is a fine line, but we truly value the experience of grant officers to give us guidance and sometimes just affirmation that our pivots and other proposed changes are in line with what has worked for others in the past or align with best practice.

None at present.

[NAME], our Program Officer is awesome! He gives us detailed answers to any questions we have, guidance and help accomplishing our project goals, positive feed back, and great direction when we need it!

The support has gotten a lot better over the last few months and I think that will only continue to improve with the new hires.

The support that I have received has been sincere and prompt.

Prepare newsletters and/or email blasts with tips and suggestions for implementing successful activities, what worked & what did not, how other IAL grant recipients are overcoming challenges & barriers.

ease of contact.

[NAME] has been outstanding! Very helpful and supportive!!



I have not received support from a technical assistance provider.

Gather questions prior to presenting

N/A

na

N/A--The IAL team has been extremely helpful with any questions I may have.

None needed



## Magnet Schools Assistance Program

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

Have an overview of the site available for new awardees and as a refresher for those who may forget.

Adding more discrete tabs for information

Navigation should be easier - sometimes takes longer than it should to find something

Easily accessible links to pertinent information. One example of a challenging search is finding the Grantee's Corner page.

Regular updates

It was difficult to find some of the editable required tables, forms, and requirements all in one place.

I do not ever use the OESE website, so I cannot speak to how to make any changes.

The msapcenter website is clear and I can find things fairly easily...only ever had trouble with archived Grantee Corner info

There are too many options to look for "Resources" and it's not clear when one should click on one or the other. Also, the time allotted before we are "kicked off" of the MAPS system is too short and the two-factor verification is needed too often.

No suggestions at this time.

We used the MSAP center website this year. The user guides in MAPS were mostly helpful.

Navigation is good, I wish that immediate items can be placed prominently like the MAPS.

Perhaps a more fluid platform. It seems very rigid.

My issue is that I use multiple websites in my work with ED MSAP so I think clarity around where to go for what info is needed. For ex, for logic models, we are guided to the msap center website, but if I'm looking for previous msap grant info, I'd go to the ED Elem and Secd Msap site. Even the G5 system. In my mind, all of these are ED Msap. So, knowing which one to use when, or somehow linking these would be extremely helpful

The website could be improved by including the most up to date data and relevant information regarding magnet programs to support grantees.



**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

In general, the communication received from the MSAP team are the requirements to implement a successful program and information on the project directors meetings. More content could be added to help benefit sites through implementation. Something that could be really useful is if there is an APR wrap up to let grantees know the general implementation challenges, maybe putting together a listening session on how to help.

No response

More info on how to leverage staff at schools.

N/A

Added background information

It would be helpful to have webinar information further in advance.

It is not that the info is not organized or sufficient. It is simply too cumbersome...too many qualifications (as in 'to qualify' a statement).

Nothing at this time.

The office does a good job of attempting to provide relevant documents to districts all across the country despite the variety of ways in which those many different districts function.

The webinars are too quick for those new to the program. The user guides don't always answer all the questions needed. It would be helpful if more examples were provided in the user guides to help answer questions.

N/A

FAQs need to be more specific and perhaps include examples. For example, my grant team has asked for clarity on inter district relationships. For some districts, that looks much more cumbersome than for others. I'd love to see examples where it has worked in settings similar to my LEA.

Regular federal guidance updates and recurring information to catch the attention of those responsible for compliance. Newsletters are a great way to keep everyone informed and quarterly webinars would be helpful to assist new and veteran project directors and other compliance officers with documentation and transparency.

**Q33. Please describe how we could improve the grant reporting process.**



The hardest part about the grant reporting process is the timeline for submitting reports. When the grant period ends on 9/30 and the report is due on 10/30, it is challenging to pull data quickly at the district level when financials or data reporting teams "close their books" mid month. I recommend pushing the reporting deadlines out 2 months, especially when we don't receive feedback on our reports for 3-6 months after submission.

Nothing to add

Provide tools for using data.

It will be helpful to understand how ED utilizes our data to improve practice and reporting.

Often dealing with systems that don't produce the needed data in the ways ED requires.

Some of the information requested is redundant. Some of the enrollment questions are not clear in terms of the number of students who are in the school and "how" they got there; i.e. application, did not have to apply, returning, etc.

It would be helpful to have specific guidance or a webinar/differentiated support for districts that are implementing MSAP for the first time. There are many sections of the report that are not possible to complete fully in year 1.

I think the biggest thing is not to ask the same thing in both APR and Ad-Hoc, when it will ALWAYS be that you can report 1/4 of your info in one time frame and 3/4 of your info in the other. Additionally, there is redundancy in the questions asked within. The most glaring this time around was the two different times I needed to report on the student selection and recruitment process. Finally, I do find that the budget explanations in the guidance document are not as helpful as I'd like...that could be because each district does things a bit differently, so you have to make directions general. I'm not sure about that one...

The twice-yearly webinars on the MAPS systems and the reports seem to be highly repetitive. If there is a way to let us know that nothing has changed in the reporting process, that would be helpful. The same is true for the reporting requirements; if they haven't changed, it would be helpful to know that in advance.

No additional feedback at this time.

N/A

Ask questions. Show us that these are being read and used to challenge us to improve. Not evaluative but formative. Follow up. Provide data across cohorts and longitudinal data of successes, challenges, best practices.

I have had more than excellent support in the grant reporting process while serving as project director for the MSAP grant in my school district.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**



Most program staff ask about general implementation pieces, but no formal technical assistance was provided.

Nothing to add

A suggestion might be to connect us to available researched-based resources.

Timing- the APR webinar was during the Magnet Schools of America National Conference. It would be helpful to have dates farther in advance.

MORE peer to peer please.

The Project Directors meeting has consistently offered very helpful sessions and opportunities for learning. The Directors meeting seems to be constructed in response to needs identified by grantees. We've used the Sustainability Toolkit for our project schools and found it helpful. Other webinars and resources are not always as helpful.

No additional feedback at this time.

N/A

Perhaps an individual introduction to the resources as a new grantee comes on board.

The technical assistance support for grantees should come regularly through written and verbal communication opportunities. The updating of documents via the technical assistance website would also greatly benefit grantees.

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

program officer

MSAP Center

NA

[NAME]

MSAP Technical Assistance Center

msap center

MSAP center





U.S. Department of Education

Comprehensive Centers, Equity Assistance Center

Comprehensive Centers

**Q46. Which of the following best describes your job role? (Other, please specify)**

Director, School Choice

**CUSTOM QUESTIONS**

**MAGNET - 2023 - Q51.4. Please provide candid thoughts on how technical assistance for MSAP could be improved.**

Speed and timeliness of feedback can sometimes be a barrier to progress.

**MAGNET - 2023 - Q51.5. Are there specific topics that you would like technical assistance to address or are there tools that would help with your project implementation or grant management responsibilities?**

Implementation, desegregation, staying connected with other grantees

It would be helpful to know in advance how some of the tools and requirements are going to be implemented and used as well as assessed before we put in the work to create them and the processes around them. We need to know the end result before we begin the work.

**MAGNET - 2023 - Q51.6. Please elaborate on what about the MSAP program's products and services you have found most helpful.**

Nothing to add

toolkit has some good resources

Website

Our program officer is very supportive and always available to provide support and guidance.



I have only met with my program officer once, for the initial onboarding. I wish there was more frequent support/check-ins, especially when this is the first time our district has implemented the MSAP.

Both areas are EXTREMELY receptive and timely in response to calls for support and clarification. That is my favorite part. I think that you all do not have tremendous amounts of time to provide the types of services described elsewhere in this survey, but when I am able to work with you one on one--either department--I can always rely on you.

Our program officer has been stellar. He is responsive and supportive when it comes to meeting our needs.

No additional feedback at this time.

What I find most helpful is that personal contact and responses received.

Tech Webinars:online resources

Easy access to our federal advisor and his ability to answer any questions we may have.

Technical assistance webinars, Q&A, individual interactions

The longevity of support through my current program officer has been one of the best resources since beginning with the 2017 MSAP award in my district. [NAME] has always been a trusted colleague since we began working together with MSAP. She is knowledgeable in all aspects of federal compliance and grant work. Her efforts have made my work as project director easier, and she is a true asset to her grantees and the department.

**MAGNET - 2023 - Q51.7. Please provide candid feedback on how the MSAP program's services could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

Nothing to add

More differentiation for the new cohort, more frequent check-ins with program officers.

In conferences, more time to work with colleagues who do similar work and to learn from them.

Our prior responses should provide you with a sense of what we're looking for.

No additional feedback at this time.

I would like my program officer to respond to my emails in a more timely manner; within 3 days. Rather than a week or not responding at all.

My only qualm is the application and the directions are super confusing. The language is just hard to understand.



As I close my grant this year, I offer the following resource ideas to assist project directors and grantees in the future: explicit details on the ins and outs of implementation, sustainability, and close out. If you think a district or grantee "knows" something, it should be assumed that they don't. Communication can always be something that is reviewed and improved.

## Mental Health Demonstration Grants Program

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

I want to state that [NAME] has been exceptionally responsive to emails. Since [NAME] took over the communication and clarity of information has drastically improved. It was extremely frustrating with [NAME] as the communication was significantly lacking. I appreciate all that [NAME] has communicated and been available to answer questions.

It can be difficult to navigate.

No suggestions at this time.

N/A--I think the assistance from USDE has been outstanding.

It has great resources but sometimes hard to navigate.

The less clicks to get to the information the better.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

The information should reflect the specific grant (guidance and emails). Sometimes the information is comingled with two or more and it is confusing to determine which information is specific to which area.

None - the FPOs are amazing and resourceful with sharing information.

No suggestions at this time.

The communication with documents has been excellent--I can't think of any changes that need to be made.

Easier to manage grant reporting documents. Easier ways to find correct documents. It is also very difficult to upload grant reports into G-5

Having short summaries and video taping meetings is always helpful!



Blast e-mails are good but I receive so many e-mails they sometimes get lost in the reviewing process.

**Q33. Please describe how we could improve the grant reporting process.**

The forms are very difficult to fill in. Until this year it was an unbelievably frustrating process to download the forms and format all of the information necessary into them. Now since [NAME] has taken over and we are submitting in G5 I feel that this a huge improvement. I am not sure why we never used G5 for this in the past and had to email forms that were not easy to fill in, nor easy to copy and paste.

None - it is seamless and straightforward. I like that we can share the data across our stakeholders as well to promote the MHD program.

No suggestions at this time.

N/A

Entering data in the G5 system can be challenging if the data analysis results do not match the format in which the data has to be entered in G5.

It is extremely difficult to upload grant reporting documents into G-5. It messes up the formatting, there is not enough word count to accurately describe the program, and the correct documents are hard to find. The PO's meetings about grant reporting have been very helpful and useful to accurately describe the steps we need to take. Thank you.

The specific gepra measures didn't always capture some of the true successes of the program.

The grant reporting process is always cumbersome due to the amount of information required to be provided.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

[NAME] and [NAME] are BEYOND amazing!!!!

No suggestions at this time.

Technical assistance has been outstanding.

Our TA person through NCSSLE has been fantastic. Always available, knowledgeable and supportive.

They did. a great job of answering questions and sharing information.

Meeting through Zoom is good but having a face-to-face meeting provides so much more.



**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

NCSSLE

Office of Safe and Supportive Schools

to get onto g5

**Q46. Which of the following best describes your job role? (Other, please specify)**

Grant Facilitator



## Migrant Education Programs (Title I, Part C)

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

The search function never seems to take me to what I am looking for.

Keep up the good work.

There are conflicting terms used in guidance and statute.

It would be helpful to have a MEP Directors' Policy Guide which provides the various MEP policies in place throughout the nation.

N/A

Navigation of the USDE website is generally difficult to find the materials you need when you need them. There are usually a lot of resources and information but it is difficult to find them through the search function or on sites you might expect to find them. Organization could be better user centered information.

It's not user friendly

By incorporating more information about the program and useful links.

Perhaps add trainings addressing FAQs and include scenarios and/or examples.

I use results.ed.gov a lot. When I search with a specific word, it often does not find anything. I go through a process of putting in several different words before landing on a word that will pull up the information related to the topic I am researching. There seem to be insufficient tag words assigned to the different topics in results.ed.gov.

More focused program topics or options

It is sufficient, but I also have to go to the OME website to learn about the requirements of the migrant program.

Thanks so much for all the updates to the website and the comprehensive listing of resources. I just have to remember to use the right side of the navigation screen for resources specific to MEP rather than the top links that are for the entire DOE website.

The results.edu.gov website is the comparison, the ED website is very difficult to navigate.

The website could be more dynamic in its presentation. It could include a banner honoring states with different initiatives or congratulating leaders, parents, students, etc, from the states.

Link to a PDF copy of the actual law (PL 114-95) and regulations (34 CFR 200)



RESULTS is better than DOE website

?

Post monitoring documents on website.

ABSolutley enjoy with the MEP staff at the USDoE. one of the best informative knowledgeable and most communicative staff. Lots of resources and technical assistance items available. Results.gov website is amazing - wish other offices can duplicate that effort.

Please bring back the quarterly FAQ - was extremely helpful and I still go back to them all the time. Thank you!!!

could be more user friendly. The Results website could be a model.

I would love to see an easy to use law document/pdf that was specific to migrant. Ideally, it would have citation / section information in the top and bottom corners.

Provide timely notifications of updates to the website.

Provide links to research and resources, including those from other States.

Provide evidence-based practices, including those from other States.

I tend to go directly to Results.gov for Migrant related answers. Trying to navigate to resources directly from the OESE main page had some additional layers involved to get where I was looking. HEP and CAMP take headlines on the intro page, when in my mind those should be under the general Title I, C MEP information. But all in all it is streamlined and well organized.

To be honest, I use the Result.ed.gov regularly (at least twice per week) and find it easy to use and containing all I need. I don't use the OESE site, so it is hard to evaluate.

We regularly use the results.ed.gov website. Access to the guidance is excellent; the tools on that website are easily accessed and we regularly use them.

Send a notification when new questions are added to the Q&A section.

I primarily use results.gov website for amazing updated information, webinars and FAQs references.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

Avoid conflicting terminology in nrg

N/A



Non-regs and blast emails are helpful with the information of what we need when we need them. It may be helpful to have a site of archived information of blast emails that new directors can access through an organized manner (perhaps by a timeline of the work) to help introduce them to the work.

It would help to have a friendly way of finding information as currently you have to know technical language and know the exact title of what you're looking for in order to find anything.

Documents such as Non-Regulatory Guidance is very useful. However, there is a need to continue posting policy, services, and financial frequent asked questions in the RESULTS website or any other MEP website.

Non-Regulatory is very long and often hard to interpret by new MEP staff members.

It would be helpful to have suggestions or ideas of innovative ways that other States have utilized Title I, Part C funds and CIG funds.

More FAQ

no suggestions

Providing more detailed examples of implementation.

Continue developing responses to the most frequent questions. Those are very useful.

This may be due to the complexity of the law around MEP, but the sheer size of the guidance documents for Title IC is overwhelming. When the guidance document for this one program is over 130 pages, it makes administering the program difficult.

Update the non-regulatory guidance to reflect changes in PFS definitions from ESSA 2015.

Title I, Part C has the most technical assistance than any other program I manage.

?

Please bring back sending out quarterly FAQs. Non-Regulatory Guidance is also fairly old at this point (besides Chapter 2). It could use some updating. I appreciate the MEPTSTATE Listserv, but I wonder if there is a way for them to be archived somewhere for states to go back and reference. For example, if someone is new, they can't go back and see what was distributed in the past.

Please bring back the quarterly FAQs with updated emails.

It would be nice to have the non-regulatory guidance and/or FAQs updated.

OME does a good job of communicating frequently and clearly. The email blasts are concise and consolidate a lot of the key information and resource docs - this prevents multiple email threads flooding the inbox. No immediate feedback for improvement - of the federal programs I am involved in, OME is the most communicative and the clearest.





It is excellent as is. I can't think of any particular needed improvements.

Non-regulatory guidance needs to be updated to include evidence-based resources as compared to the current "research-based" language.

Bring back the quarterly FAQs Please:)

**Q33. Please describe how we could improve the grant reporting process.**

Simplify it using clear wording and sentence structure. Explain what salient differences can be provided instructionally or what impact for providing services can be made by differentiating between an eligible child for funding and a child who is a continuation of services child in both theory and practice.

N/A

When there are reporting changes and adjustments it is helpful to have a clear understanding of what the changes include and the purposes behind the changes. Often when there are changes it is hard to understand the intent behind USDE's work to make those adjustments.

N/A

None at this time.

CSPR is extremely redundant given the fact that we now have MSIX. Please consider doing away with CSPR.

I would like a one-pager on specific changes or requirements related to current-year CSPR submissions. It would be designed to utilize as we go through the process. It would focus on critical information that new directors might not know. Information might include website address, snapshot date, submission dates, files being collected, files retired, contact information for questions, etc.

No recommendations

I am new to the grant reporting process and the use of data; therefore, I am not familiar with all aspects of reporting data yet.

Nothing at this time, obtaining data for CSPR is the challenge given MIS2000 and MSIX.

Increase staff providing reporting support so there could be a prompt response on telephone calls. Sometimes a phone call is needed instead of an email.

Clarity in how the data is used, beyond using child counts for funding.

CSPR process has improved greatly over the years.



?

Sometimes responses to questions are very delayed which makes it difficult to implement the response in time for the reporting due date. There are also some data elements that are required but it is not clear how the department uses the data. For example, ethnicity breakout of migratory children or consolidating school numbers.

Our response to the question in this section are because we have a data team that collects and submits this data.

The timing of the MSIX pull for counts is fine. What we need is an area in MSIX that retains a copy of the data set/report that OME takes for the counts. We missed "grabbing" the data set at that right moment.

I am not as directly involved in this process - just at a higher oversight level - so don't have too much meaningful feedback here. I know OME has been very communicative about CSPR changes well in advance of them being implemented. This has allowed my data staff to prepare accordingly.

We have experienced some growing pains with reconciliation of MSIX with our state system. Nothing needs to change, and we will improve with time.

Generally, the reporting mechanism is well done. Expectations are clear, and data runs through our data office. The CSPR checklist is very helpful. There could be more clarity about specific data points and their usefulness in program improvement.

Minimize reporting requirements if possible, but I know the department has already been working on this.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

Provide technical assistance more often that speak not only to the requirements for IDR and Data Collection but the overall purpose of the program.  
Better explain some of the reasons for certain data collection requirements and consider eliminating those that are outdated.

n/a

Peer-to-peer time is extremely helpful. Having USDE help facilitate that support along with some general ideas on where we are in meeting the intent and requirements of the program are helpful (in short knowing what is important to the Dept).

N/A

The quality of the information is great. However, there should be a reasonable time in which MEP staff must reply to technical assistance questions asked by states.

More in-person trainings, please.



Regional meetings are helpful because we can ask questions of our specialist and talk with our peers about specific migrant-related items.

I need assistance with reconciling data.

Nothing at this time, beyond detailed examples for implementation.

More examples of what evidence based practices look like.

Collect and share forms and documents from different states related to planning, implementing, and evaluating the program.

ADM is always so informative.

?

Our ADM meetings are the best!!! Thank you for all the hard work that goes into planning these. I think it is equally important for OME to be at the national migrant conferences (NASDME/ID&R/ESEA). As leaders and mentors for the MEP, it is so important for the program officers to be able to be there in person, visible and supportive of our MEP staff and ourselves as directors.

I don't have many suggestions for improvement! I especially love having the regional calls to connect with peers. We learn many of our peers face nearly identical challenges contexts. From there we've built connections and have established good state-to-state support for each other. Maybe one suggestion for that regional call is to have them more topic specific. I feel like we all have so much to share and we get into some good conversations, but having them organized by topic would allow those conversations to be honed in. Again, this is a minor suggestion, and I am very satisfied with the support we receive.

Continue the good work being done. Consider adding to the Policy Q&A moving forward. This is a valuable resource to states.

A greater focus on providing specific evidence-based practices that are effective in a variety of settings. For example, recruiting practices tied to population density, geography, crop type, etc.

Absolutely best customer service possible. Enjoy the ADM and the new coordinators academy/workshop that's frequently held. Thank you!

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

Comprehensive Centers

Education Northwest

ID&R workgroup



IDRC

[NAME] is great

IDRC Director

Regional Lab

REL SOUTHWEST

NDTAC

results.gov website

Email TA Questions, CWG coordination and support

**Q46. Which of the following best describes your job role? (Other, please specify)**

Program Director

Interim Director

**CUSTOM QUESTIONS**

**MEP - 2023 - Q44.1. How can the program office's services be improved over the next year to better meet the needs of new State Directors in implementing the MEP? (Please cite specific recommendations).**

Continue the regional calls.

Reduce the data collection burden and streamline reporting processes.

Please continue to offer virtual learning options to in-person meetings/conferences. Costs are increasing and we are trying to make thoughtful considerations and travel may impact our ability to make it to all the meetings/conferences. Ability for states to share best practice tools and resources through online portals may be helpful for our technical assistance providers.

More support specific to fiscal aspects and how to support subgrantees in this area

The friendliness and professionalism afforded by some is not offered by all staff. It would be nice to be able to feel comfortable with all staff



By replying to technical assistance questions promptly.

In-person, please, and more opportunities to learn from other states.

I would like to be able to call my regional specialist when I have a question. It is difficult to only have the option to send an email and then wait for a response. As a result, I only ask questions that don't require an immediate response. I also use results.ed.gov. Title I, Part C sometimes feels very isolated because there are not many people with expertise. It would be especially helpful for new directors. It would also increase the feelings of trust for the OME. I would like to have the support from my specialist at the OME that I provide to LEAs that receive Title I, Part C funds.

Continue to have Region calls. They are very helpful.

I would like one-on-one training in data reconciliation.

Limitations on conferences covered by the grant which are a large part of state's use of funds and again, more specific and updated examples on results.ed.gov for implementation.

Meeting with regional directors in person once a year. a) Continue supporting best practices and b) intrastate coordination.

I don't really know at the moment. The staff does a good job.

Continue what you do.

offer hybrid meetings;

Continue to do quarterly regional calls. Would be nice to have more webinars hosted by OME throughout the year. Typically we just get the MSIX webinars and the webinars around CSPR/EdFacts. We do get the ADM, but it would be nice to get training throughout the year.

quarterly FAQs with common issues on a quarterly emails

more individualized assistance and opportunities.

Continue supporting the good work/initiatives that are underway - CWGs, CIGs, accessibility of the program officers, ADM

Improve in the communication arena to be in a timely matter. Thank you.

More timely information and technical assistance as it relates to activities in the field (e.g., recent influx of "migrants", asylees, and unaccompanied minors).

In a recent call, it was cited that you are still considered a new director up until three years in the program. I would like to see more direct support of new directors through some type of ongoing consultation or check-ins. These could also be topic-specific (IDNR, Data Reporting, Services, etc.). There is so much to learn - the ADM is a good start, and some of the other TA pieces also support, but a lot of my experience as a new director has been learning on the fly and through experience. This could help alleviate the "lost" feeling I know many new directors experience, especially if they aren't that familiar with migrant before being in the role.



It would be great if OME staff could be present at the National Migrant Conference and maybe one IMEC meeting, as they have been in the past. Face to face interactions really help use build relationships.

I am still learning and I am do not have any recommendations at this time.

We would like to see more evidence-based strategies tied to our work in the field. Additionally, I think that a focus on civil rights for our families would be useful.

More frequent communication with my program manager

**MEP - 2023 - Q44.2s. Please check up to three technical assistance topics that you will need in the future, in order to improve the performance of your MEP. Please select a maximum of three topics below.**

Flexibility - use of funds, different/unique programs happening & \*how\* they got things started

**MEP - 2023 - Q44.3. Please elaborate on what you have found most helpful about MEP products and services.**

The Results webpage

ID&R workgroup led by SMEs

Blast emails are timely with information and concise, we get a lot of emails and these are just what we need to be aware of and work on at the right time in the work. Annual Directors Meeting was helpful in learning what some of the priorities and efforts USDE is investing their time and resources in. Helpful to have time to connect with other states especially in regions or likeness of programming.

N/A

The RESULTS website and the technical assistance overall.

The email blasts are very helpful because they are very current and very specific. Results.ed.gov is very helpful because it covers a wide range of topics.

Resources on Results website are easily accessible.

IDRC resources have been helpful.

All the information on results.ed.gov



The [LOCATION] Contact [NAME] is very approachable, we can ask her questions and she always shows a friendly demeanor; she is good at promoting communication among participants in the meetings. She listens and provides follow-up responses when needed.

Clarity of answers in the NRG

All are useful, especially list serve and ADM

/

other state examples available

Products are always well done and practical.

Service/support from staff is thoughtful, accurate and reflects the complexities of the program.

The Results webpage, specifically the policy FAQ is extremely helpful when wanting to find particular guidance on a topic in a quick way. Having past ADM resources and presentation resources there is very helpful in being able to reference previous materials. All in all the organization, frequency, and clarity of guidance from OME is very beneficial.

Non-regulatory guidance and Policy Q&A questions have been very helpful. The Toolkits are also very good.

I feel that the very best part of the services we receive are the face to face ADM and regional calls with our program officer.

MSIX is a solid, general platform for sharing student data. Additionally, the Results webpage is a very useful resource. The Community of Practitioners is a helpful model for interstate collaboration, and it focuses on the people who are doing the work (always a great place to start).

CIGs have been very helpful, and have produced much helpful information. OME could capitalize by sharing the resources and practices that CIGs develop more intentionally.

documents and examples posted on results website



## Minority Science and Engineering Improvement Program

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

n/a

Nothing I can think of.

It's fine as is. Adding recall once one has been in the website would be helpful.

You are doing very well.

Existing materials supporting grant opportunities should be made more readily available.

I think is ok

I do not have any suggestions.

Maybe keep it simpler.

Haven't used it much since

less text on the pages an more graphics

**Q33. Please describe how we could improve the grant reporting process.**

n/a

Take a closer look at the budget reporting part of the report. It was not completely clear that several of the cells were pre-calculated.

You are doing very well.

Some items on the report do not have sufficient clarity to accurately respond. For example, the item regarding a security assurance statement is confusing and difficult to understand exactly what is needed.

This would be better discussed at a MSEIP PI meeting.

no comment





The process is straightforward. The interface is a bit clunky, but I don't have a good suggestion on how to improve that.

Nothing to add

You are already doing it. The Senior Program Manager give us a seminar about how to fill the APR.

The navigation needs to be more intuitive.

**Q46. Which of the following best describes your job role? (Other, please specify)**

faculty

Educator

**CUSTOM QUESTIONS**

**MSEIP - 2023 - Q36.5. What can the MSEIP do to improve communication with you?**

n/a

Nothing additional at this time.

You are doing very well.

It is not always clear what is being communicated. For example, I asked for feedback on my report and what was communicated was "these are items typically wrong with the report" rather than specifics. I am not sure at this point what I need to specifically improve as I see that not all items pertain to my report, or at least how I interpret it.

I think I receive timely and accurate communication often.

Nothing more

Great Communication with us.

nothing



**MSEIP - 2023 - Q36.7. How would you advise on improving the overall process and protocols associated with this grant competition?**

n/a

Noting to add at this time.

I would love to see more awards and maybe 5 year awards.

None.

no comment

Grantee to grantee communication portal

NA

It's ok.

additional funds for experiential learning



## National Professional Development Program

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

No improvements needed

Many of the links are broken and much of the information needs to be updated.

I don't use this website. I would love to give feedback on the KMS site that we're required to use for monitoring and which has an extremely unhelpful user interface.

NA

Move visuals. Embed more of the NCELA infographics.

Perhaps some images or bigger headings advertising their many amazing resources!

Provide context around the resources rather than just a list on the main page. The resource page itself is pretty good. More visually appealing as it is just blue and white. Everything looks the same across all offices.

The website is functional, but I find it more challenging to scroll down for pages and scour smaller size font. Perhaps more sectioning would help?

Search mechanism link to resources specifically related to the request across Ed sources.

The standard website format limits the usefulness of each department's website. Websites that are specifically designed for programs are more effective and engaging.

Provide information about grants and other information related ELs with special needs.

No specific comment regarding website.

It typically takes several keyword search attempts to find what I am looking for. The NPD Grant page is fine.

More efficient search feature. More overt information about policy changes and upcoming calls. Links to current projects.

On the main Department of Ed website, there is often outdated information. The new NCELA website redesign is much appreciated and seems much easier to navigate than the previous version.

No recommendations at this time.



There tends to be a lot on the site.

There is limited information and it's not easy to navigate. It feels like an old, static type of website. It'd be a lot more helpful if it contained videos to accompany the documents, including presentations with Screencastify (or something similar). Also, it took quite a bit of time to have access to the video of the pre-application TA webinar.

Continue to upgrade the site, respond to glitches quickly with an explanation of how to troubleshoot on our own.

It is consistent with the format/layout of other ED offices, but the whole ED website needs an overhaul. It is difficult to find what you're looking for because the structure is labyrinthine in nature. Postings of RFPs from the past remain on the website as if they're current. Although it may not be possible to note when new versions will be available, it seems reasonable to note that a particular one has passed after its deadline. Further, much appears to be a secret, such as where current and past NPD projects are located and what their projects actually entailed. Occasionally, I've been able to find lists of currently funded projects, but little to no information beyond the institution/grantee name and title of the project along with amount funded. But I can't always locate even that. What could be wrong with providing a historical list of projects and PIs from past funding cycles? We could learn from each other if such information were available, but alas...

The website looks and functions well for me. I have no suggestions at the point.

Other resources provided by OELA are very helpful. This particular website  
<https://www2.ed.gov/programs/nfdp/index.html>  
the one I am being asked to evaluate, needs updating

organization and explanation of information for policy like rebudgeting

The information while good is dated. Needs more frequent updates. Also, they should consider a social media presence as well which is presently not represented on the site.

Everyone is very informative and helpful. Moreover, it is clear that they are excited about grant successes and the benefits our work brings to ELs across the nation. Thank you, OELA!

The OELA website could be easier to locate on the Ed.gov site.

It is not clear when one is in the OELA website or when one is in the Department of Education website. Could a different color be used once you are in a separate entity like OELA?

In some ways it appears a bit outdated (visually). One thing that might help would be organizing some things by who the intended audience is. For example: "For Project Directors" "For Applicants" "For Evaluators"...that sort of thing.

I do not use the website enough to give constructive feedback, however, I do like how I can click on specific categories at the top (loans, grants, laws, data).



The OELA's office has been doing an outstanding job. Maybe a recommendation could be to distribute in periodic bases, surveys where grantees can make other recommendations to enhance the already quality of performance by all the personnel involved in.

Some of the site is not very interactive or intuitive as to what is needed at the time. Sometimes multiple searches are needed to find what one is looking for.

appreciate the need for standardization but the website is very 'cold'/bland and designed to convey information only to the user. No opportunity for the user to engage with the content. Text heavy. Very document-like.

There are so many wonderful programs involved with OELA, it would be great to see video assets from the projects and have some additional information about the programs so we can learn from each other. Possibly a protected space for Project Directors to communicate beyond the CoP that I'm excited is starting this coming year.

more instructions for completing documents.

Improve budget template for APR - narrative space is very small and shows print in miniscule font. Spaces for budget figures do not calculate formulas, perhaps more like a excel sheet might be more helpful. Some of information on the executive summary and Form C for the APR are repetitive.

The page is very well organized. I especially like how it begins with the overview and moves to specific tabs and information.

It might be easier to navigate with color-coded themes.

I guess my biggest critique is that is probably the standard government website rather than something engaging with pictures of our students and success stories.

I have never been able to find relevant information on the website. It would be a great benefit if it had timelines, reporting procedures, tutorials, and archived information from OELA webinars.

I'm not sure it can be improved considering USDOE's public facing mission. The NCELA website is a model to consider as a reference, perhaps USDOE OELA NPD being linked to NCELA is sufficient.

It is very easy to navigate as it stands. The list of resources and documentation are easy to find. It is possible visual display might be appealing to a wide range of stakeholders.

I find the most challenging aspects are getting information on the reporting requirements for the KMS and the G5 APR reports. In particular, I would have liked more information on how to initially set up the KMS reports to align with GPRAs, Program Goals and Program Activities and the level of detail desired by the Dept of Ed. That's not so much about the OELA website however.

Provide content/data divided into states or regions.

I looked at <https://www2.ed.gov/about/offices/list/oela/index.html> and the NCELA website. I realize that the main website probably has to comply with other requirements, but making current of future funding/grant opportunities more explicit and hyperlinked if possible.



NA

The website feels primarily outward facing to potential new grantees, rather than as helpful guidance to those of us with current awards. I think some of this is accomplished in G5, but information feels scattered across multiple platforms and difficult to navigate.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

More policy guidance is needed on the overlap between english language acquisition and disability as many families have or will have a child with one of the 13 different categories of disability under IDEA- I was not so impressed with the speaker from last year who focused on trans and LGBTQ+ issues as it seemed all that she knew...and sort of threw disability and language acquisition in as an add on- which did not make any sense.

NA

KMS was difficult to navigate, it was not intuitive. I was grateful that [NAME], our program officer, was able to guide me to be able to complete it correctly. For example, it would be helpful if when it identified an error it explained where the error was beyond just the section.

We are already in a time where educators are younger and don't/won't read emails which contain documents like non-regulatory guidance, newsletters, and blasts. As such, reaching educators through avenues like social media is critical. Moreover, it is now time for OELA to embrace translanguaging and not a monolingual view of bi/multilingualism. This shift needs to take place in order for a truly strengths-based perspective and accompanying pedagogies to be implemented.

We need more time with this office to be able to share feedback.

There is a lot of information to consume. The powerpoint presentations do a nice job of distilling the information to highlight the most relevant and where to find more detailed information.

The documents are consistently excellent quality.

NA

The NCELA newsletters, fact sheets, and other publications are excellent!

No suggestions at this time.

I have received emails regarding KMS, and of course, direct communication with the program officer. I don't think we've received a lot of OELA emails regarding policy-related documents. Actually, I don't think we've received a lot of emails in general. I save pretty much all emails from OELA, and there are just a handful of emails between Sept 22 and now.



In general, all guidance is reduced to one statement: "consult with your individual program officer." Most such communication does provide procedural guidance (as in steps required for completion of a task, such as periodic and annual reporting), but rarely is there substantive information (with actual content) that would truly help us in decision-making.

Each time the office sent out information and documents via various ways. I found it effective.

OELA is very helpful in this regard

Like the fillable templates. Expansion are sometimes wordy and confusing.

The initial checklist provided through email regarding reporting steps/checkpoints (and what was needed at each) conflicted in some ways with what we found in the KMS system. It would be helpful to have all reporting dates for the first year included in the initial checklist.

It seems that many documents are simply updated with a date, but the content remains the same. Highlighting changes from year 1 to the next would be helpful.

All of the documents are clear and useful.

sometimes our local needs don't match the guidance, verbiage used at the national level but may need further clarification which when requested from the Program Officer is always forth-coming

I've really appreciated webinar PowerPoints with screenshots of how to navigate KMS and G5. I am not currently receiving newsletters or blast emails. I do receive information from my program officer, and the information is always great.

All the document provided by OELA's office are useful. They provide a good guideline to be sure that we -grantees- are performing at high level.

Maybe a recommendation(s) would be to publish in no more than half page, projects that could assist other grantees to perform at high level. This level of publication would be appreciated specially for new grantees to OELA NPD.

The documents are usually very informative and of high professional quality and provide useful information.

The newsletter delivers high quality resources, offers useful information from high performing grants, presents inviting visuals with digital materials that are current and easy to access.

I'm going through the few documents I received and they basically are overviews. I would love to receive documents that identified the projects, where they are being implemented and more contact information from each project so we can connect and support each other.  
Also, if there was document showing OELA's latest organizational chart, with contact information, that would be useful. Also, if the documents can also be available on the website, that would be great. I think I may not have received all documents provided.

more explicit directions and explanations on forms - such as the cover page to APR and executive summary - seems repetitive from the Form C.



I want to share feedback on the last blast of information for the G5 report. While the webinar and Q&A included information about set up, it didn't include information on the actual content and how to write the report. As a first time writer of the report, I found the information confusing and not helpful.

It would be helpful to create a separate manual for things like GPRA and how to write them to best represent the work.

I'm not sure if the KMS will come up later in this survey but that process has been difficult and stressful. Otherwise, the documents I've received are useful.

na

No changes suggested

The routine communications are generally clear and concise. No issues there.

Both should have links to educator preparation

NA

**Q33. Please describe how we could improve the grant reporting process.**

Clear guidance on what is required in terms of level of detail for reporting under the budget specifically.

I am not sure- the way it is set up perhaps seems cumbersome.

This is our first year in the program, and I find the reporting process opaque and inconsistent. The KMS website is almost unusable and it is very hard to get support (KMS sends me to OELA, who send me back to KMS). The reporting categories do not and cannot match the goals and objectives we wrote in our grant proposal, so it is very difficult to enter meaningful data. All measures have to be categorized as # participants, # PD hours, or # students. These are no relevant to many of our measures and outcomes. There is a bias towards quantitative measures. The user interface is extremely confusing. The annual report is due before the final update.

NA

Improve usability of the KMS, same as previous answer.

Understanding how the agency reports our data would be interesting and likely support our procedures in our individual contexts.

All terms used need to be the same. For example, in the applications, certain terms are used (e.g., goal, activities, outcomes). However, those are not the same terms used in KMS. Without that consistency, it is difficult to determine what the Department is requesting.





There are no helpful resources for how to get started in KMS. We had to search for the link in order to log in since that was not provided. Details on what is expected have been scant and feedback is limited.

I was initially confused about KMS vs. G5. I feel more clear now, but one question I have is about where those reports ultimately go. Am I writing for our Program Officer or a wider audience?

Please provide more report templates and give more feedback on how to streamline the information reported to minimize redundancy. Also, make the KMS reporting system more user friendly so it doesn't time out mid report several times, requiring inputting of data multiple times.

I am very comfortable with the process. The printout that I have to share with my supervisors could be more clear. I understand it, but I need to unpack and explain it to local stakeholders.

Immediate assistance when completing the reports would be a valuable addition. Most websites have a chat feature where questions can be asked. Instead, when even a simple question comes up, the report must be paused, an email must be sent to the program contact and several days can be lost in addressing an issue. Additionally, the KMS guide is lacking. There is no clarification within this document as to what information should be entered into any category. Updating this document could reduce the number of emails from new grantees seeking clarification.

I think that there are issues in the KMS reporting system that need to be addressed. For example, once you enter certain information in year 1, the KMS takes that information and sets the parameters for the next five years. However, the descriptions that I provided for year 1 are only related to that year and now they appear in the KMS every time I am doing an update. The system needs to be more flexible so that corrections and changes needed to the descriptions (under goals or activities) can be done accordingly.

The GPRA targets has been greatly improved, but I still need clarification on whether I am reporting against a five-year total goal or what I put in by individual years. It would be easier if I promised to provide certification for 50 teachers to report against that total goal rather than by cohort, which overlaps across years.

Timely communication from Program Officer about deadlines and expectations of KMS reports. Advance communication about expectations of APR. Technical assistance for understanding G5.

It is sometimes unclear what is required in the KMS system, especially with regard to the level of detail needed. I have not yet used G5, so I cannot yet speak to grant reporting through G5.

Have all reporting on the same system.

KMS is still glitchy. It was frustrating trying to figure parts out, especially sections that were redundant.

I haven't done the Annual Performance Reporting yet. It is due in May and we won't have a webinar until April 28. I would have preferred to have the webinar earlier. I'm concerned it's so close to the due date. It would be helpful to have a video/PPT with the main points always available online, either at ed.gov or KMS.

For this cycle of funding, we had to completely revamp our project-specific objectives to match a format that was not required in the RFP. Meeting those requirements has now made our data collection more difficult. Had we known those limitations in the first place, we could have designed around them. So, the overall process could be easier if everything were consistent from RFP to performance report.



I never really totally understand how the department will use the data generated from my project beyond publications. Is there any other ways to use the data by the department?

Keep it simple

Please see comments provided in the prior section.

The G5 report and related instructions are not clear. I still do not know the difference between a goal, an objective and how it fits within a GPRA. Every year I get guidance on how to best do it and it always gets sent back to me for correction. I still do not know what I'm doing wrong.

The KMS report is improving, but I know that the entry of #s is contingent on the POs. There are some POs who do NOT enter information for their awardees! There is grave inconsistency across the guidance we get from different POs. Some are super helpful and available. Others are never available. Mine is very available. But, we all get conflicting information depending on who our PO is, so we usually crowdsource it among different grantees to figure it out.

Things work very well on the OELA side. The budget periods don't coincide, but we figure it out.

it's getting better--the shift to electronic portal was confusing at first and had many glitches, but we're all getting better now...

The interface is difficult to navigate, especially with regards to project activities and measures.

KMS and G5 are not the most user-friendly, but we are learning how to use them! It would be great if G5 could extract the information from KMS (at least the GPRAs and measurements) for the annual report.

I do believe that the grant reporting process is clear and with some experience it does not take long to prepare the report. In addition, we as grantees, always know that we have first class support by OELA personnel in multiple ways. I need to recognize that our institution ([LOCATION]) has been working with OELA for many years. We are very familiar with multiple task that demand a final report.

The websites are not very intuitive and extra steps are sometimes needed to save information or sometimes not enough explanation is given on what is needed in some forms.

Our project officer, [NAME] is always available to respond to questions about the APR and KMS reporting, although [NAME], too has to ask the KMS Support Team at Manhattan Strategy to assist with issues in their system.

For the APR Reporting, I suggest you offer new grantees, an offline template to use to compile responses to the Grant performance Measures. A template in word format was offered by the Office of Innovation and Improvement to their grantees. In this way the word template can be completed offline and then text & data copied and pasted into the G5 sections for each performance measure - program GPRAs and project goals/objectives. Then from year to year, from KMS report to KMS, the same template can be updated by an individual project - this makes the KMS reports and the APRs seems far less overwhelming, especially when you have to save data in the G5 every 20 minutes.

Peer mentoring, sample documents/models, and more hands on support for creating objectives and measures that accurately reflect the actual processes and outcomes of the project.



more intuitive interfaces in the programming for KMS and APR.

We found the manual and over all information for both KMS and G5 to be complicated. The information provided helped to create accounts and to see what the forms looked like. However, what content to include and HOW to include the content was missing from the information provided. [NAME] was instrumental in helping us to understand systems and how to best report the information.

We provided ideas at the NPD Director's Meeting which included examples of model reports.

I am sharing the challenges I had as a first time user, hoping this might help you identify how to improve it. I added the project budget manager to the APR site to assist with uploading information about the budget and cover sheet but they were not able to access the site. Also, I completed the cover form and download it to be signed. I was not able to give access to the university representative to sign directly on the APR site. Then, I had to figure out how to upload the signed cover form, and I used a space that was not designated for that purpose. This is my first time completing the APR report using this site and am not familiar with it.

The timing of the APR is terrible. We are already dealing with scheduling conflicts between our university and LEA partner calendars. As a result, we require our participants to submit everything related to their participation by 4/30 each year so that we can analyze everything (at a time when grades are due for Spring courses) in order to prepare and submit a comprehensive APR by 6/2. This rush to submit may not give us the best and most accurate picture of our participants' learning and/or their ability to apply their learning from the PD project to their practice. It also does not allow us to give a full evaluation of outcomes if/when participants need more time.

We also feel like our quarterly reporting through KMS is never-ending. We get multiple follow-up requests, in Power Point formats that are not user friendly and difficult to decipher.

I understand that on-going monitoring is required but the frequency and timing of the reporting requirements gets in the way of our ability to carry out our project's focus on the actual activities and work with participants.

A shift in timelines and more streamlined approach to quarterly reporting would be helpful.

I would be helpful to have a live person you could ask questions of. Often, questions come up as you are completing the pieces of the APR. Perhaps a webinar going over the entire process of the APR. Unpacking GPRA and the difference from project goals and how they should all get reported.

na

Alignment of the reporting process with the typical annual distribution of quarters (whether calendar or academic) would be helpful. Consideration of the academic calendar would also be helpful as reporting periods are established.

As I mentioned above: I find the most challenging aspects are getting information on the reporting requirements for the KMS and the G5 APR reports. In particular, I would have liked more information on how to initially set up the KMS reports to align with GPRAs, Program Goals and Program Activities and the level of detail desired by the Dept of Ed.

We don't like the KMS system! Also, wondering whether there could be a differentiation for the frequency of the reports. NPD projects include newer, versus more veteran programs and know that the level of detail and quality differs, thus might be nice to have this differentiation based on quality, performance and longevity, event across the project years within given grants.



NA

Clearer instructions with samples. We found that we were only able to figure out how to present much of the report by using a previous year's report shared with us by colleagues at another institution.

Instructions should make clear that the Director of a higher ed institution's "research and sponsored programs" type of unit will need to review and approve before submitting, not simply the PI and their immediate team.

G5 is unwieldy. A massive amount of time gets wasted trying to intuit what is behind different buttons and tabs, how to give permissions, etc. I am hoping G6 will be an improvement.

The timeline (data ending end of April) is particularly poorly suited to academic years, especially those of us on quarter systems, where the "year" doesn't usually end until mid-June.

It would be helpful to have the reporting system open up 2 months prior to submission deadline; 1 month turnaround, when we are working with multiple departments to gather data and get review, is too tight - especially when co-occurring with the end of the school year.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

It is not so clear the range of practices supported by NPD are indeed "evidence-based"- there is a large group of project directors who seem anti-evidence, and anti-science.

There is absolutely no justification for an in-person only national meeting. This is irresponsible in terms of cost (taking money from the grant that could be used to meet project goals), environmental impact (flying people from all round the country), and public health (taking no precautionary measures against covid and other infectious diseases). In addition, this year's meeting was scheduled during the Muslim holy month of Ramadan and the Jewish festival of Passover, making it unwelcoming to participants who practice those faiths. This is especially disappointing since diversity of staff is a grant criterion and a goal for many projects. At the very least, the meeting should be hybrid, but really it would be more effective and efficient fully online. The working groups are useful but again one of their meetings is in-person and thus inaccessible. Please reconsider the timing and format for future years. An online discussion platform (not the KMS website!) would also be valuable.

NA

Program officers should respond promptly to emails, provide helpful support related to what grantees are struggling with, and communicate clear and consistent messages.

Consider some engagement strategies so that the meeting isn't hours of sitting.

I am grateful to the department staff. I value my PO, [NAME]. [NAME] is supportive, helpful, and quick to respond. [NAME] provides outstanding leadership. I have recently met [NAME] and was impressed with [NAME] dispositions and professionalism. Overall, OELA staff are outstanding.



The development of Project Amplify for peer to peer assistance has been fabulous but underutilized. We do need an avenue where all project staff (not only Project Directors) can discuss and share resources in addition to the quarterly Zoom meeting.

There is a lack of resources for grant management provided by the Department. Many programs are re-creating very similar spreadsheets to manage finances, create contracts, track progress, etc. but there are no templates provided to assist us in not re-creating the wheel.

They are doing an excellent job. Thank you.

During annual meetings, the more the event is structured about peer-to-peer sharing and discussions, the better. Leaving whole group presentations for just the most essential information. The room is full of people already committed to multilingual learners. We don't need convincing about that. Networking and discussing of our challenges or positive outcomes would make the most sense. How could our learning contribute to YOUR valued goals and outcomes in advancing ML education and teacher preparation? How are our evidence-based findings influencing OELA expectations etc.?

We have not received any technical assistance beyond the general webinars offered to all grantees. This is an urgent area of improvement.

Additional print materials (guidebooks, toolkits) on grant management would be helpful.

No recommendations at this time.

One idea is regular open office hours and/or the ability to schedule time with program officers without having to negotiate back and forth for availability via email. The use of MS Bookings, Calendly, etc. would facilitate direct scheduling within limited time frames and other constraints as determined by the individual PO.

The KMS system used has had some hiccups in launch and implementation. It has been frustrating to try to upload reports and obtain resources.

Get the Powerpoints out to grantees with recorded meeting for those that want to review again.

I would love to see a monthly email with a few tips developed collectively by NPD program officers that relate to various topics (e.g., recruitment, reporting). This way it would not be too taxing for anyone, but all the programs would benefit from the NPD staff's wealth of experience with successful projects.

It needs to be consistent. POs need standard operating procedures, deadlines and regular communication with their grantees. There is one PO that never emails, calls or communicates with awardees. Because of that, other POs and/or directors are overburdened. And as a grantee, I get phone calls from those assigned to this POs who do not communicate, so I can help them! If POs cannot respond, they should be reassigned, reprimanded, demoted and/or dismissed. And if that cannot be done, then alternative assignments should be an allowable request. New grantees cannot do this work without a PO.

I find it to be quite helpful. I especially like the ability to meet with Program Officers and other grantees during the meeting.



I am happy with the response timeliness and accuracy of information to direct questions and I appreciate the availability of online resources and tool kits

The Director's Meeting and COP have been very beneficial. Additional opportunities for collaboration and sharing of resources would be great.

The technical assistance has been very helpful. Structure, format, timing are well designed.

A bit more structure when groups are brought together. Some folks really like to talk or to make the events about them, their programs, and their problems. They use the group time as one-on-one problem solving.

2023 PD meeting was the best yet as there were multiple opportunities to connect with PDs and evaluators from other grantees. Looking forward to continuing peer-to-peer information sharing among grantees through the AMPLIFY groups. I'd like to spend more time on the KMS exchanging ideas but honestly that's just another seemingly time consuming task. I prefer to reach out to a peer directly whose context it like mine and liaise with them.

If I was a new project director, I would feel completely overwhelmed by the information webinars. These are a 'one shoe fits all approach.' Too technical with no examples. I would suggest breaking down these webinars to questions that a Project Directors can select an aspect of the reporting process to get better informed. For example, (1) What should be included in an Executive Summary? Examples? (2) How do I generate the 524 Budget template? Who do project directors go to in their organization to get assistance with this budget template?

Dates for learning groups (Affinity Groups) should be sent at beginning of grant cycle each year, so we can plan accordingly. This allows us to establish topics, more so if we are expected to run our own meetings. Avoid the director's meeting during spring break - such as the Monday after Easter Sunday, heavy travel at airports, long TSA lines, and difficulty finding cheaper flights and connections.

[NAME] is a wealth of knowledge! She provided us with resources and many one to one opportunities for feedback, advice and assistance.

At the Project Directors' meeting, it could be helpful to meet in small groups with directors of projects sharing similar areas of interest (i.e. early childhood, special education).

The type of engagement and support between project officers is vast. For example, mine is only focused on compliance. I have colleagues with POs who are engaged with their grants and their successes. There should be ways of easily communicating to our POs, since no one is in offices anymore, it is hard to get questions asked when, in the old days, I could actually reach someone and have a quick conversation. It is easy to ignore emails.

Archived trainings should be easier to find

Review and updating of the tech assistance components could be helpful. Often, the materials/resources shared are not made available unless requested. I believe the intention is to post the webinars, recordings, etc. immediately after a training/reporting session occurs, but that has not happened regularly. Also - having access to the transcript and notes for the slides would be helpful (to forestall the need to take notes from the webinars themselves and to ensure consistency and accuracy of understanding policies and protocols).



The Amplify process could use a bit more of structuring.. It's a great way for ongoing communications between project leaders. Might be helpful to create topics, ask grantees who might want to develop questions around and lead those sessions and distribute across programs.

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

OELA

[NAME]

G5 help

I hate the G5.

Comprehensive Centers.

[NAME]

[NAME]

Budgetary, and G5 System.

**Q46. Which of the following best describes your job role? (Other, please specify)**

Professor

Professor/PI

Managing Director

Professor

PI and Project Director

Project Manager



## National Resource Centers Program

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

Improve the accuracy of search options.

Make it more user-friendly.

My experience with the Department has been very positive.

Make the system user friendly. Searchable engines with keywords would be helpful.

grants.gov feels like a filing cabinet in a lost government office. It is hard to navigate. There is so much information and so it can be hard to find what you are looking for. The page (not sure where it is) where I approve our reports is also hard to navigate. Maybe there is no way around it, but it is hard to find which report exactly I am looking for.

The website is great as it is. It is easy to navigate and has a wealth of valuable information.

No suggestions at this time.

Presently, there is no search function. Furthermore, there needs to be a more intuitive UI, with subpage links in a sub-module.

Post a comprehensive list of current MSIs.

Report grids for FLAS and NRC should be updated as they often carry over material from previous grant cycle that is no longer relevant in the current one.

its not clear where things fall and so the organization of the site could be much better. also hard to navigate to downloadable products.

Greater clarity, and re-organization would be helpful.

The flow for our typical interactions is not as streamlined as we would like - for example, information about upcoming grant opportunities is not so well connected/related to application or information updates and navigating through to the sought topic requires some backwards navigation.

Navigation is not always easy, but I can't point to specific examples right now. There seems to be information dispersed in different tabs.

The site needs an updated search engine.

The DoE site is okay, but I rarely use it. The iris.ed.gov is another matter. It is very hard, and often frustrating to use.





Navigation on the website doesn't seem particularly intuitive. I usually link to pages on the site from emails that I receive such as the IFLE newsletter, but am not necessarily confident that I could find the information I need (e.g., grant competition information) by just searching on the site without starting from email links.

I think it is admirably straight-forward.

My most sustained interaction with the site was looking for information on specifics of the CFP for Title VI back in January this year. I gave up - couldn't find what I needed at all.

The greatest challenge in navigating this website and finding the information I need is that there is so much information contained on the site. I can't think of a remedy for that, because it doesn't make sense to scatter information across multiple websites. It just makes it a bit challenging to find exactly what I am looking for sometimes.

**Q33. Please describe how we could improve the grant reporting process.**

Important information was acquired concerning Department use of data at the October 2022 Directors' meeting. Greater access to this data would enable grantees better use of the information collected.

We really don't know how the Department uses our reporting data. Is it only internal? Or is it shared with other Federal offices, branches of government, especially with those responsible for funding the programs, i.e., Congress?

IRIS is an annoying interface.

I am new to the job and have not yet completed a report, so it is difficult for me to answer these questions. I also did not write the grant and therefore had to put NA for all the questions.

Fewer grant reports.

It's our first year in our first NRC grant cycle. We have not had to submit an annual report yet.

I would prefer a bit more simplified data collection and reporting process

It is a very time consuming process and we do not really know how collected data are used. Certainly it is more toil on our end than finding useful information or analytic results. The purpose of reporting can be informed more clearly.

Really appreciated the presentation of data from IFLE at the Director's meeting in October. Would love to continue having access to that data - maybe annual reports or webinars.

The APR only has grant centers report numbers (very quantitative-type data), so I'm curious in what manner the ED uses this information each year.

It was difficult to identify which report I needed to approve. The system is not super clear when something is successfully submitted. I believe it was hard to collect the data from students (If I had



known, I would have had the individuals in my office who do this work respond to this survey. Did the survey go to everyone?)

It is difficult to collect data on some of the beneficiaries of the project after they graduate from the university. Also, it is difficult to fully characterize the benefits of the project because it brings so many benefits that extend beyond specific project activities.

It was not clear how the PMFs contributed to assessment, other than in a strictly numerical way.

The program officers make the grant reporting process easy by being responsive. However, IRIS can be difficult to use, which is well known and documented. I am aware that IFLE is improving the system, and I expect that modifications will be made in line with the actual practice use of the site in addition to providing forms that can more accurately capture the objectives completed by the grant projects.

The greatest frustrations for me while reporting are the following:

1. The tabulation of the word count as you are writing in a given screen is not the same as when you save it. So, you have to go back and forth and guess if you have space and double check what text has been cut out after saving. That was a terrible pain in the past, and then it seemed to be corrected and now it is back. :(
2. I would like to toggle between different awards without having to log out and log back in. It would be great if there were a way to get back to that first landing page that appears (with the various projects over the years) upon logging in whenever you wish. As things stand now, you cannot back out and select a new award and in my case, report-worthy information may span various projects.
3. Finally, and regarding the NRC Final Reports, it would be amazing if the system could actually generate useful data for us to use, based on what we have entered. For example, a dashboard that would immediately calculate some quantitative data for us on things like how many MSI students we served, or the number of cities and/or counties we reached through outreach, or how many FLAC events we held and how many participants we attracted, or a breakdown by employment of where our interns and students land. The most amazing would be if the system could generate graphs and tables based on what we have entered, so we could download those and use them in our advocacy for continued/increased support among our constituencies. I do all of that manually, but it is terribly time consuming and rather complicated. If one really wants to have a convincing argument to protect our programs, and ensure continuity beyond individuals and across personnel changes, facilitating that kind of automation would be a game-changer. A girl's gotta dream!! :)

Make it easier to navigate the report forms, especially w selection of languages, institutions, areas, majors from long lists that pop up. Make it possible to write drafts that exceed character limits and then edit (rather than cutting off once character limit is reached)

just make it less onerous and directly related to the grant. the reports ask for data that has to come from central university services and it makes it very difficult to collate.

For the most part, the grant reporting is directly related to the grant-funded activities. However, the report does require an upload of all the area studies and language courses, including titles of instructors, enrollments broken down by undergraduate and graduate students. In that case, the grant funds do not support the vast majority of the courses. If we could report only on the courses that are directly supported by the grant, that would help us with amount of time required to do the report.

I don't think the grant reporting process needs improving.



The level and detail of the information sought requires a good bit of advance preparation that for newer grantees it may be important to make that clear, well in advance.

The reporting and performance has gone through several phases and formats and sometimes it is not easy to know exactly what is required for each specific report.

It would be much easier if we could upload data for events via a spreadsheet, similar to what we do for course enrollments.

The IRIS site needs to be updated more regularly to reflect changes in grant reporting requirements. For example, Performance Measure Forms are no longer required for the new NRC grant cycle, but the PMFs screen still appears in IRIS, which is confusing.

Again, it's very strong, if technical. But I'm not sure reducing technicality can help in this case.

We haven't come up to our first report yet.

**Q46. Which of the following best describes your job role? (Other, please specify)**

NRC director

NRC Director at our campus

## CUSTOM QUESTIONS

**NRC - 2023 - Q32.5. What can National Resource Centers do to improve communication with you?**

Pick up the phone and call to periodically discuss how things are going.

Would love continued venues to keep us connected between IFLE and NRC centers.

A lot of ED updates and best tips I receive come from my peers at other centers. Even if an update or event is impacting a handful of centers, I think it is useful for all NRCs to be made aware of the change or activity.

The timing of the award (for which we are grateful) made it difficult to plan (hiring, graduate admissions that were dependent on FLAS). Also, not know when we'd know made it more difficult to plan. Want to add that [NAME] is fabulous. Can't sing her praises enough.

Our program officer is excellent. His communications are professional and display his deep knowledge about the program. We are very satisfied.

I have not specific suggestions at this time.



This is the best aspect of the program.

Provide more clarity on criteria for approval of study abroad programs to be funded by FLAS (and better integration with criteria for FLAS as specified in proposal preparation materials).

the receipt of funds was too late and left us scrambling for Fall line ups.

We had a face-to-face meeting with the professional staff who handle the NRC grants, and I found that a very beneficial means of communication. Traveling to [LOCATION] and spending three or four days (including travel time) used up valuable funds and time; however, I found that contact with the staff and listening to other NRC grantees very useful.

Not much. Perhaps reminders about reporting deadlines and estimated amount of time to complete reports.

I believe we receive adequate communications from NRCs. We appreciate the responsiveness and professionalism of staff.

Communication about the application and grant notification timelines for the last NRC competition was not always very clear. Also, while award notification occurred somewhat earlier this time than in some other recent grant cycles, the timing was still not ideal for planning and implementing programs at the start of the academic year.

**NRC - 2023 - Q32.6e. What is your preferred way to communicate regularly with your program specialist? - Other (please specify) - Text**

More personalized communication.

Multiple



## Native American and Alaska Native Children in School Program

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

Maybe a pop up next to the folder name that gives a more complete description of the contents of the folder. Sometimes I have to open multiple tabs (folders) to find the one that holds the information I am seeking.

I haven't been on the website in quite some time.

Search term keyword response

Right now the only situation I came across was not knowing how to fill in the site by myself until I contacted my granting officer who was extremely helpful

I have not used it.

I think with the help of the [NAME] and [NAME] has made up for website issues. They both are very helpful to us.

Website is good, could use improvement the search results, that may be an issue with the search engine being used.

#### Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).

There are so many first languages and it is important to ALWAYS remember that even though the Latin-based and romance languages are the largest non-English group, there are other significant languages that do not share than same language base. We need more resources that address that rather than looking for similarities between say, Spanish and English.

Regional specific ult

None to mention at this time

Documents used are good

#### Q33. Please describe how we could improve the grant reporting process.



I still cannot understand why there are so many data collection silos in the Department of Education? KMS, MAX, G5 just to name a few.

KMS is not easy to use and there were a lot of issues in getting it rolled out. The requirement to use the state approved ELA assessment has proved to be very problematic and time consuming and the data we get from it is not useful.

KMS was a bit clunky

I am not sure how the data is used

KMS had some technical difficulties, but completing reports in KMS was nice. G5 was a bit cumbersome, especially with how things saved.

The grant reporting process is good

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

None at this time. Always helpful

Staff was very helpful and prompt at all levels of request that we had during our grant.

I felt they have done a wonderful job.

The Technical Assistance is good

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

KMS system

OIE Help Desk

KMS support

[NAME]

OIE

I,m not sure which department assisted me



## Native American Career and Technical Education Program

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

Information related to grants and pending solicitations is often outdated. A current news feed or ongoing update section would be helpful.

On the page for NACTEP, the links for purpose and eligibility work but none of the other categories of information are linked. It says it was last updated in 2013.

I think the Website is fine.

The listing connections between Principal Investigator and institutional designee. I had to get a presidential signature; however, the President could not access the grant.

I think it's fine the way it is, just more practice on our part.

Many headings in the NACTEP section are not clickable, ex. FAQs.

It's adequate the way it is. Its functional, but there is nothing that really stands out as great or horrible.

No comment! We are very pleased by the services and information we receive from our Program Officer [NAME].

Perhaps make the searches available in fewer clicks for searches that are most common.

I am very pleased with the website. I do not have recommendations at this time.

The website is not specific to each Department/Agency/Organization/Grantee, although on the OCTAE website for new NACTEP grantees its not just the NACTEP grant program. So many grant programs fall under OCTAE, it is difficult to find information specifically to NACTEP. For new grantees, as I remember very well, it is very difficult. For example, Carl D. Perkins Career and Technical Education Act (Perkins) was very confusing to me as a new grantee. Although, the Department of Ed lives and breathes the grant discretionary and Acts for the new grantees this is foreign language. As an experience grantee I find it at times still very hard to navigate the webpage to find what I am looking for related specifically to NACTEP.

I have not utilized the website for some time to give feedback on this point.

When the change was made from Perkins VI to Perkins V, specific changes could have been outlined in a simple format to point out what directly effects NACTEP Programs and what we should be aware of.

I haven't been on the website.

I don't have recomm.



Modern search fields.

It would help to have a tutorial to navigate certain aspects of the site.

I think it works well already. I just need to get on the site more often to browse what is available.

Add bestpractices and showcase presentations

Everything that has been on the website has been wonderful and detailed.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

The directions often have so much detail that they become overwhelming. I usually just contact the Project Officer to help me sort through what I need to do and she is an enormous help.

I do not like the Links system for holding our documents and newsletters. That program doesn't let me log in no matter how many times I have tried to update it.

Unknown

Documents could be more simplified, such as with the GPRA, is it possible to have a more user friendly way reporting data or results of the program? Also, the fractions used when reporting data, such as 52/52 and so forth. The budget forms do not match the way our institution records the budget data. We could still have a budget narrative, only with budget forms that we can explain better.

Once again, its adequate and functional. There are a few times where I could use a little extra clarity, but usually its a failure of comprehension, not necessarily the document.

I do not refer to the OCTAE website very often. I find the specific information related to NACTEP in Share Point related to our Community of Practices and LINCS. This has been a great resource, and I think it is the very best thing NACTEP has accomplished and provided to the NACTEP grantees. This is my fourth NACTEP award as Project Director, and this is the first award these resources and trainings provided it has allowed me to grow even as an experienced Grantee. [NAME] has done an amazing job and has brought in so many resources specific to NACTEP, [NAME] really spells it out for everyone. I would have done anything to have all these resources as a new grantee.

I have done this job for quite some time. I believe that the materials provided make more and more sense each year. I would recommend providing a very basic handbook-type document for new directors.

No recommendations.

They are written in lay terms—too much government language.





I am currently satisfied with my experience at this time.

Technical assistance documents are clear in getting the semi-annual report completed. Having a little difficulty in accessing the share point documents.

it would be nice if there was an easier way of going into Share Point.

Need improvement in documentation for reporting

**Q33. Please describe how we could improve the grant reporting process.**

G5 is an antiquated and difficult system to navigate.

I have only done one cycle so feel I will better be able to address this after another year or two

N/A

Allow submission without multiple signatures. Conversely, allow the PI to submit the document or grant access to the person listed as a signatory.

I have had some bad experiences on the G5 system, such as losing all of the data I had been reporting, and unable to recover it. We have been told to save very often, and I have tried that, but haven't always been successful. However, the last report I did, I had a much better experience, but would prefer to send the report by email to assure that it is getting to the proper authorities. My personal feeling is, that one annual report is sufficient to report the data. Meeting with the Project Officer on a quarterly basis to check on the progress of the program I think is very helpful, and with these quarterly meetings, perhaps we could get by with one annual report.

It could be a beneficial learning tool to be able to see what my business office sees within G5. Information is siloed between departments.

G5 is not the most user friendly program. It could definitely be worse, but it could also be easier to use.

The grant reporting process is spelled out very clearly in the information we receive on each section and what is required for the report. The problem and difficulty is in G5. The Performance measures and Project Objectives required to report is full of glitches and confusion. The reporting should be implemented and set, so we are not trying to select the right number or letter or ratio it should be set so we can correctly input our data when reporting.

I would almost propose a more qualitative/ interview type approach, perhaps an interview process to discuss the impact. The current system really doesn't help measure the impact of the projects.

The categorizing students as concentrators was new this grant period. The gprra and performance measures are confusing. I understand there are several different programs but it would be more clear if we had similar forms and student counting methods. This grant period we got some insight on what we could write our performance measures for and I was not aware that we could have exploratory options. It



would be nice to have some material telling us what can be written for in these grants applications. Examples.

The training is excellent.

Pre-populated grantee's performance measures and GPRAS

G5 is not user friendly, I appreciated the guidance in the dear colleague letter from [NAME]. [NAME] provided the support I needed to complete the forms.

I have had difficulty navigating G5 and would benefit from specific trainings. I have had excellent guidance from [NAME] to navigate what I need to provide but when I try to complete things solo I always encounter problems.

I think the reporting process is self explanatory, I again, just need to get used to submitting.

grant reporting process is clear and understandable. Written instructions are helpful.

i always have problems with the G5 system when reporting system. I liked it when we just e-mail the report.

Needs to user friendly & simplified

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

The support from staff has been FANTASTIC. [NAME] goes above and beyond to help us be successful and to amplify best practices. This support far exceeds any expectations I have.

My program specialist is great. She responds to my questions right away, and ensures that I have everything needed for any reports. The only thing I don't like is the Lincs.

Job descriptions

I think our Project Officer is doing an outstanding job.

Our Rep has always gone above and beyond to help with any issues. I have enjoyed working with her.

I am very pleased with my programs needs and services from staff.

The language the Department of Education uses is perfectly clear to the Department of Education. However, it is not always to the grantees. The language should be defined for those new to the language. For example, CTE, GPRA, NICRA is referred to often to a NACTEP grantee as the Dept. of Ed lives it and breathes it. However, for new grantees this is foreign language. Initially, the information and resources provided to grantees with new awards you should "dumb it down" its not hard to understand once you are given the clear definition and examples but it seems overwhelming for those new to the language. Another example, creating Career Pathways, Understanding the difference between Project



Objectives and Project Measures is not clearly defined its just referred to and as a new grantee all of this was very overwhelming to me.

The highest need I would say are data system support. Designing a tool to track data.

We receive excellent service from staff, which includes individual assistance. Asks thoughtful questions and provides feedback that is helpful. Also, has programs share their work which we find very helpful.

I need more time.

I am completely satisfied with my experience the staff have provided to me.

There's got to be a better way to access share point.

They were every helpful every time.

Some materials do not fit our needs

**Q46. Which of the following best describes your job role? (Other, please specify)**

Project Director

Project manager



## Native Hawaiian Career and Technical Education Program

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

Already at a 10, but maybe add some additional color, i. e., graphs, however it has plenty, as is.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

OCTAE documents cover all aspects with specifics, and in fact almost writes reports through the clarity of instructions and examples!

**Q33. Please describe how we could improve the grant reporting process.**

The only two areas that could assist the reporting process:

1. G5 is a bit complex, and could use some work. Possibly the G6 will do such!
2. Use a bit more illustrations, however instructions are already appropriate.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

Not much to improve on. Just the CoP and awesome program officer's technical assistance, practically completes required documents; GREAT ASSISTANCE!

I'd appreciate it if you could avoid scheduling next year's Annual Directors meetings to take place just prior to the semi-annual reporting deadline, as is the case for this year. Having to attend 8 meeting hours during the week leading up to the reporting deadline creates more of a time crunch and stress.

**Q46. Which of the following best describes your job role? (Other, please specify)**

Director, CTE, Non-profit agency.



## Native Hawaiian Education Act Program/Education of Native Hawaiian

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

The website has improved. Training on how to navigate the site maybe helpful.

The USDOE NHEA website is well organized.

We didn't realize there was a new website. It looks more inviting than

N/A

Would like to view prior grant awards abstracts and performance reports. Not able to find that on the website.

Also, how does the US. DOE NHEP report to Congress? Is there a document summarizing the program?

The (NHEP) is a very clean and professional looking website. The menus are on point, easy to navigate and contains a lot information that is well organized. I do not have any comments on improvements at this time.

Nothing at the moment. The website is easy to navigate

NHEP is five layers down from the OESE home page. A link from the OESE home page to NHEP would be greatly appreciated.

Perhaps starting with the login process. It is sometimes a "hit and miss" situation with other login methods available. The website could possibly use a more user friendly menu bar when moving through the website.

I haven't really used the website, so I do not have a comment. Maybe pointing to it more to allow us to know what is on it.

I am satisfied with the current website - 100%.

I find the website user friendly, a bit text heavy, but easy to navigate and search for information.

Maybe add links to past webinars? Slides/recordings? If it is only for projects, then perhaps behind a password locked wall?

Cannot think of anything specific at this time.

Some of the information on the website seems outdated.

I have not accessed the website so have no feedback to provide at this time.



more info about projects receiving awards and a repository for documents that are often shared by email

It takes a while to load, so it would be helpful to ensure that the site does not get too heavy to load for remote locations.

I can't think of anything that I could suggest to improve the website.

n/a

I always like a more responsive website where feedback can be sent through live chats.

I am happy with the website

Work to make it more user friendly; easier to navigate/search.

It would be great if navigating the website was more user friendly. It is sometime difficult to find the information I am looking for. Also, downloading from the website is very challenging.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

The quality of documents are useful.

Our experience has only been positive with respect to NHEA documents.

xxx

N/A

No comment

The usefulness and quality is excellent so I do not have any improvement comments at this time.

Nothing at the moment, I think the way the documents are currently written they are great.

I'm very pleased with the communication from NHEP

In my humble opinion, the documents and notices received via email have been excellent. I appreciate the clear and concise information and instructions provided.



Some of us are on different funding cycles and it is confusing when blast emails go out and they don't pertain directly to our funding cycle but the other. Then it is hard to know when we are supposed to submit things.

Everything is great - nothing to improve.

I appreciated the follow up to this survey. I had not received the original email so had to request to get it sent again. If it weren't for [NAME]'s follow up email I would not have known I missed something. I appreciate [NAME]'s communication with us.

We have not had any major issues, thankfully.

none to add

A newsletter would be helpful. Further guidance around the APR would also be beneficial.

No improvements I can think of.

n/a

It would be helpful in the future to have the reporting (MAX) be available after submission. It is not possible to access those documents after submission.

Perhaps more frequent communications

helpful to have more newsletters with updates; estimated release dates of RFP to help prepare; more communication.

Policy-related and Grant award notification documents are very extensive. There is often so much information in there that is not related to the project we have. It can be overwhelming and confusing.

**Q33. Please describe how we could improve the grant reporting process.**

Template of the report to complete prior to inputting of information, how to access printout of what is submitted, the system freezes while information is input, when the resume button is clicked we experienced all data input deleted and had to redo everything multiple times, have all questions show rather than new questions show later as certain questions are answered because having to go back to teams to answer new questions that pop up depending on what's required takes lots of extra time.

Since 2014, I have seen tremendous improvement. Reporting is not as complex.

The NHEA report was a new approach that was designed to reduce extraneous information and improve clarity. It took some time and training to understand this new model, but we successfully completed the report. The only challenge is that I feel that we may not have captured everything due to this new design. However, we are also learning how to work with this new model and optimistic on this new approach!



xxx

none

The survey was a major change. We reported on our logic model measures which was an improvement over the past G-5 APR. I would like to see the APR survey on the G-5 or G-6 system, so that there's a public record and viewing of the survey along with all the other required documents of the grant/award.

I do not know the old reporting process was before but I like the format of the new one. I appreciated the information that was presented last year beforehand to help with the new reporting system.

N/A

I'm not sure how our data is being used, and how it makes an impact to future funding. Reporting is very early, well before the end of the grant. Our reports are very simple. Would like additional ways to share success and impact. I do appreciate the simple reporting requirements.

Appreciate the ongoing opportunity to discuss, improve upon, and update the performance measures.

Nothing to improve here.

More transparency on how the Department will be using our data.

Last year, we had a new reporting system that was rolled out later than planned. That required us to learn a new system quickly and meet the deadline. The new system was much easier to use than the previous one so I think this year will be even smoother.

No complaints! It's straightforward and efficient.

nothing to add, the last report was not difficult to complete.

More information about how the data is used by the Department. Better process for saving a copy of the APR from MaxSurvey.

Provide template at least 30 days prior to opening reporting platform. Hold technical assistance at least 30 days prior to opening reporting platform.

I appreciate how you are taking the time to improve the reporting process.

Being awarded in a mid cycle Grant start date May 1 to April 30th became problematic when the YR2 Annual APR was postponed to May 26th. To be able to execute our new grant year the APR needs to be due a few months before the end date in order for our report to be reviewed and approved and the new GAN received before April 30th.

n/a





The online system is cumbersome and not open long enough. TA offerings are offered to close to deadline.

I answered this in the last comment section.

Nothing to report

more information shared on how the Department uses our data.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

The technical assistance provided is very helpful. I have had no problems resolving issues when calling for assistance. Staff is knowledgeable in their database system and are able to quickly answer questions.

The NHEA staff were always extremely supportive and well organized. They were always available and we always felt supported!

xxx

none

Video conferences are ok, but It would be good to meet in person with other grantees to discuss our projects.

The technical assistance team has been great.

N/A

More sharing of best practices and successes of other recipients would be beneficial.

Department staff is responsive and available. We really appreciate the webinars, such as the Final Performance Report (FPR) Technical Assistance Webinar and the follow-up announces with access to the recordings and slide decks.

I am satisfied with the technical assistance. No improvement needed here.

Everything we have experienced has been helpful and relevant.

We did not have any technical assistance.

There have been some good sessions for peer-to-peer sharing, but more focus on projects working in the post-secondary education area would be beneficial.



I appreciate the support and outreach provided. They may consider grouping by those who are new (first time grantees and other novice grantees) and those who are more seasoned grantees and have separate discussions or topics from time to time?

Nothing I can add to content, structure and format. Timing is the most problematic for the amount of time from announcement of RFPs to proposal due dates, and APR reports not reviewed and approved before the end of the grantees Yearly end date.

n/a

More online meetings throughout the year.

Nothing to report here

maybe more on peer to peer sharing.

Increased access and availability would be helpful

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

webinars

N/A

Native Hawaiian Education Program

[NAME]

Help desk

[NAME]

[NAME]

password

Native Hawaiian Education Council

Education

NHEC



[NAME], [NAME], [NAME]

**Q46. Which of the following best describes your job role? (Other, please specify)**

Program executive director and grant manager

Project Manager

Principal Investigator

Principal Investigator/ Project Director

PI and Coordinator

CEO

Replacement PI/Director

**CUSTOM QUESTIONS**

**NHE - 2023 - Q63.4. Do you feel the frequency of technical assistance provided by NHE staff is sufficient for supporting the implementation of your grant? Why or why not?**

Yes, the information provided at the webinars help to support the implementation of our grant.

The NHEA staff provided clear and accurate technical information to support our grant. The staff responded quickly and set up calls to discuss any questions we had. I appreciated their availability and dedicated support!

It has seemed sufficient so far. We appreciated more assistance when the APR online submission process was new last year.

Yes, NHE staff are very responsive and helpful. Instructions and forms are clear and easy to follow. NHE staff are very supportive and professional. [NAME] was amazing.

It's as needed. They respond when I have questions which is sufficient.

I feel it is sufficient. I believe they fully understand our schedule for our grant project and send out information and resources in a timely manner to assist us throughout the project year.

Yes, I need them to be available and responsive and for the most part they have been.



Yes, because as questions arise we have the ability to ask at these webinars. Furthermore, we are able to reach out to them individually to follow up.

Technical assistance is needed 2 times a year for 1. Review of performance measures, 2. Review and revision of logic model. Would love more assistance in reviewing the evaluation and updating performance measures based on yearly evaluation recommendations

Yes, but always open to more opportunities. We really appreciated the opportunity to attend the Place-Based Education Webinar and Project Directors Meeting. The Project Directors Meeting was excellent and a top TA highlight.

When I have a question they are always there to answer. I think more of my questions have come from internal processes within the university.

yes, I am impressed with the detail knowledge and understanding that [NAME] possesses about our projects

Yes, I feel that they give us the information that we need but don't ask us to spend unneeded time on calls.

Staff made sure I knew that technical assistance was available. I did not need technical assistance, thus, I did not use it.

I think it is sufficient, as I can always reach out to the NHE staff should I have any issues. The NHE staff members are always supportive and helpful.

So far it seems just right.

Yes. The webinars have been very helpful and I appreciate that we receive the recordings and slides so I can rewatch them at my own pace and take notes.

Yes, we have a good sense of what needs to be done and how NHE staff supports us.

Absolutely. [NAME] is immediately responsive to my emails and calls. I appreciate her guidance and positivity with any of my concerns or issues.

Sufficient.

I would love to meet with them more regularly and with other grantees.

Yes. Appreciate the support and not feeling overwhelmed by continuous contact

Yes, they are available by email in between these sessions when needed.

Yes

I do not think the frequency of technical assistance provided is sufficient because I have not received any on a regular basis.



**NHE - 2023 - Q63.6f. Which form of technical assistance do you find most helpful?**

one on one sessions

conference calls when needed

**NHE - 2023 - Q63.7. What technical assistant topics can the NHE program provide to support the effective implementation of your grant projects?**

Technical assistant topics should include more information on budget and budget carryover.

Reporting reporting reporting! The Logic Model support was very good and the NHEA team was patient and worked to help us in many areas. I appreciated their help with certain areas in Budget management also.

None at this time.

n/a

How the US DOE reports to congress.

Logic model

I can't think on anything else to add.

N/A

TA on GPRA Information, Logic Model Measures, Reporting Information, Monitoring Timeline, and Budget Information are always helpful (even refreshers).

None necessary.

It's all been very clear.

No suggestions at this time

Outreach, sustainability

Measuring success. Assessment. Logic Models. Best practices.

Better reporting techniques. How to better use data in reporting.

Best practices for data collecting and reporting

Maybe earlier webinar sessions held to know what to expect when having to complete an APR.

Reporting, drawing down funds, and reallocating funds





## Neglected and Delinquent State and Local Agency Programs

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

I have completely felt lost in this position. I have no idea what I am supposed to be doing or not doing. I have gotten little to no guidance. I am scared of asking questions with fear of getting audited.

The navigation of resources are challenging. Having concise information that is relevant and the ability to dive in to details. Having contact information easily accessible when there are changes in state contacts.

WHY is everything on the website so hard to find? Even simple things like the text of the law.

Provide updated guidance.

Feels very institutional more visuals

The website is not customer friendly, it also assumes that people that go to the website are familiar with how to navigate it. More training or online "how to navigate" section would help with transparency.

It would be nice if we received an email when new documents have been uploaded.

Haven't been to the website in a couple months, but it was very plain and was hard to find some of the information I was looking for.

Provide "updated" Guidance on the website,

N/A

The website is made for people with a lot of experience working for educational grants. Still, in reality, the high personnel turnover in State agencies creates a knowledge gap that needs to be met, and the current webpage is not doing that in its current form.

update old documents that no longer make sense

It feels very institutional.

Highlight current changes/updates

The website looks professional, but does not seem to offer much guidance for this program. The only non-regulatory guidance is from 2006 and it would be helpful if there was more information about how these regulations actually are implemented in the real world. Examples of types of facilities that meet the vague definitions in statute would also be helpful.



Continue to get additional up-to-date resources that can be shared (i.e. Updated Non-regulatory guidance, N&D federal monitoring indicators, etc). I have not used the USED website often and at glance for this survey, I have bookmarked and plan to use more frequency in the future.

Everything looks good.

The site can be easier to navigate. More user friendly.

There are broken links. It needs updating.

na

The program needs to be drastically simplified, especially for small states. The amount of paperwork, the confusing and/or lack of concise instructions, the lack of a simple templates to use for applications, data etc all make applying for and managing the program a huge burden, especially given the small amount of funds allocated.

Update the website. The search function can definitely be improved.

Search results are not always accurate and the site is difficult to navigate.

I have not used it enough to provide feedback on this question. If I need a resource, I generally go to the NDTAC website.

no comment

More information on data express

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

We need more communication.

The guidance is usually helpful but navigating the variety of definitions and details for Subpart 2 are sometimes challenging. The varying degrees of support and facilities that we support mean things are not quite as clear cut as the guidance indicates. Specifically CSPR and Non-Regs. CSPR updates are late compared to when we need subrecipients to collect the initial rounds of information and Non-Regs just need an update.

Definitely more examples and FAQs.

The resources that have come out are clear, and efficient.





I am newer to this position, and having worked with federal grant programs for the past 10+ years, I can't believe guidance hasn't changed or been updated in 17 years. I find other state sites to be more helpful than the NDTAC site.

Update Guidance

N/A

A more detailed and comprehensive approach to the program in the non-regulatory guidance will be helpful.

rewrite them to make sense in today's current context as well as provide anecdotal examples of all processes

Having specific information for each state.

Still need ESSA Title I, Part D Non-Regulatory Guidance

I don't feel like we actually receive much in the way of documents for the Title I, part D programs directly from the federal government. Most often, we hear from the technical assistance provider, but US ED does not frequently provide new documentation. FAQs and documents that provide examples of how these programs are implemented at the state and/or local level would be beneficial.

Continue to produce/updates, like Non-regulatory guidance update, through various means and communicate additional guidance documents,(USED program office update emails, NDTAC trainings, newsletters, CoPs). I've seen the Federal Program Monitoring for TID updated indicators and the EDPass File Specs updated, and some resources through NDTAC, but want to ensure that I'm not missing additional policy-related documents.

Update the non-regulatory guidance, it has not been updated since 2006. I would like the eligibility statuses to be defined more clearly.

It's hard to determine the definition of neglected and delinquent. That feels like a first step that needs to be better explained.

na

All documents need to be shortened drastically and simplified. While I appreciate the concept of local control, many of us need a simple template to provide ED with the information it needs. Those states that want to create their own are welcome, but for those of us who don't have the time or the inclination to search through thousands of "resources", we just want to know what you need and how you need it. Another thing is to simplify the instructions as well as the names of the various parts of TIPD. It is often not clear what needs to be done for Part I, and Parts II A & B. What is the responsibility of the state agencies, the local agencies, etc.

Overall, the quality of received materials has been improved.



Non-regulatory guidance needs an update. Additionally, it seems I am not the only state that subgrants subpart 1 directly to school districts, not an SA, and I can't seem to find anything in any documents that address this scenario.

no comment

Would like more resources on use of funds

**Q33. Please describe how we could improve the grant reporting process.**

Maybe a workshop on how to fill out paperwork

As stated in the previous answer, CSPR updates were finalized late in comparison to when our subrecipients were needing to make changes. These changes can impact their student information systems and often take time to adjust. Some of the data collected is not relevant to the specific program improvement needs of the subrecipients and make it challenging to support the data collection for their improvement conversations.

I would like to see the data specially to the states and where I can help the LEA.

Establish a connection for seamless flow of information from those that request the data, to program to grantees.

Other than funding, I'm not really sure what our data is used for.

N/A

Training on how the data could be used to improve the program will be very beneficial.

Each state is so different maybe one-one time understanding specific data.

Offer annual webinars to review and update submissions requirements.

Our programs are so small that the data collected is quite meaningless for our program evaluations. We also are not able to collect some of the data that is required such as the outcomes after leaving the facility. We are unable to track students after leaving the facilities.

I'm eager to implement the new File Specs for the current year. The timing of releasing the file specs in February is a bit frustrating as some state-level processing/changes are needed, and therefore supporting district's/facility's to complete changes during the current cycle is going to be a bit more labor-intensive to ensure data is timely and accurate. With that said, the changes will be beneficial once new tools and timelines are implemented. Continue to offer trainings and Q&A opportunities this summer and fall especially with the new roll-out of EDPass.

When reporting changes occur have clear, concise guidance.



It's just hard because at a state level, I have received no training on what all the reporting means. It wasn't till I was forced to produce EdFacts files that I understood a little more about what we were collecting.

na

Simplify and provide templates. It was very difficult to understand all the various excel spreadsheets we were given to complete for upload since naming conventions were not standard.

The process has been improved. Received guidance has been more thorough and clearly understood.

no comment

raw numbers are difficult to assess

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

I have not heard of any opportunities to learn from peers

REAP has a work group with states. It is nice to work with peers.

The Department staff have welcomed groups of collaboration and information sharing. There is also a better sense of support. The continuation of these things would help with community building and trust establishment.

The TA would benefit from learning more about the Title I, Part D program and from other states. It would be really beneficial if the TA center would ask states on what challenges they are facing and have the states collaborate with each other and share resources.

N/A

Creating peer to peer mentorships with actual roles and responsibilities for the first 2 years for new coordinators

Offer more webinars on program requirements such as in-state monitoring requirements.

Thinking USED technical assistance, I feel confident that if my team reaches out for data related questions, we can often get a response to questions or an offer meeting to discuss. On the program side of things, many questions have not come up and/or needed assistance. Although we did have one ask within the past 12-month period that did have to be moved up the chain to the Office of General Council for allowable use of funds question. Unfortunately, that guidance never did make it back down for guidance. I suspect that the ask was uncommon, but that is why some of the scores are lower on this survey than expected. NDTAC is offering more opportunities for Professional Learning/Technical Assistance with CoPs, office hours, and webinars, often with team-ups of the program office. This is helpful and should continue.



It would be helpful to update the non- regulatory guidance and provide clear, concise and timely FAQs.

na

no comment

n/a

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

NDTAC

NDTAC

NDTAC

NDTAC

Neglected or Delinquent Education Technical Assistance Center

Neglected or Delinquent Education Technical Assistance Center

NDTAC

NDTAC

NDTAC

NDTAC

NDTAC

ndtac

[NAME]

Data clarification

NDTAC

ND TAC

NDTAC- Assistance through CoPs and Training webinars.

NDTAC



[NAME]

I don't remember her name

NDTAC

[NAME]

NDTAC

Neglected or Delinquent Education Technical Assistance Center

NDTAC

NDTACT

**Q46. Which of the following best describes your job role? (Other, please specify)**

N and D Coordinator

Supervisor of state directors



## Payments for Federal Property (Section 7002)

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

n/A

na

It is a tad bit difficult to find and print off a paper voucher.

Ease of use.

It's just hard for me to find my grant when I get on there. Part of it is that I only use it one time a year, but I don't find the website to be intuitive. I just have to click a bunch of things until I figure it out.

No recommendations at this time.

NA

It is very difficult to find the different sections for the program. The interface is not user friendly.

The site is not clear on how to add or remove users.

Nothing specific to note.

I think everything works smoothly.

I don't have any suggestions it's user friendly.

The website was very user friendly, therefore I did not have to contact any human assistance.

Very pleased with the design and content. No changes needed.

The only issue I have is not with the website itself, but with having to log-in to so many different websites for federal aid. There are at least four places that I have to go to and update passwords/information (sometimes too frequently, especially when most information is not going to change) on sites like grants.gov, the Impact Aid website, the G5 website and sam.gov.

I think it's already great. I never have any trouble finding what I need.

I'm not sure if you are getting better or if I am just more familiar with how to do the Impact Aid application but it is getting easier.



Better ability to access notifications and communications as well as voucher pdf files rather than print screen options.

I think the system provides an overall good experience.

Could improve navigation and ease of website

I find the website to be user friendly.

Navigation of the website could be more user friendly for individuals who are not computer savvy. Finding needed information can be difficult at time to find.

By giving us more money.

It is ok. The hard part of the application is that we are only on the system once a year. I have to re-learn the system each time, but that is really not anything that you can fix.

ITS GREAT

It has changed over the years, so some written directions would be beneficial.

No suggestions.

easier work flow - easier site map navigation - confusing.

Video tutorials that are easy to find.

Think it is well done and easy to use.

Satisfied with the website

The website is functional and presentable. Keeping the platform, UI, organization, and presentation consistent for the years to come will help keep the website useful.

na

works well for my purpose

We would appreciate prompt responses; especially, with the amount of Aid that we receive. This is vital to the success of our students annually. The process has taken months to achieve answers as we had to navigate personnel changes in our financial department. Thank you.

Printable payment vouchers



**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

NA

na

It has been easier for our district since our total acers have not changed.

Being able to print payment vouchers directly from email notifications would be nice.

NA

It would be helpful if there was more documentation for first time applicants. That is not a complaint against the staff. The staff have always been extremely helpful with guidance and support. It would be great if all federal government employees had this level of dedication and support.

More clarity of Section 7002 and 7003--new staff may not understand the difference of those categories--using words to define those applications would be helpful.

I think everything works smoothly.

None

No changes needed.

na

My questions were answered promptly and with professionalism

Good experience

Documents sent to the school district have been clear and concise

Give us more money

more clarity - especially on new rules

MAKE SURE ATTACHMENTS ARE SENTED WITH THE EMAIL

I am unaware of any ways it can be improved

More specific information





Newsletters are good.

Satisfactory, email are timely, information is good

No comments. All is fine in this area.

works well for my purpose

N/A

**Q46. Which of the following best describes your job role? (Other, please specify)**

Treasurer

Accounting Manager

Impact Aid Consultant

School Consultant

CFO

Deputy Treasurer

CFO

Family Engagement coord.

**CUSTOM QUESTIONS**

**PFP - 2023 - Q58.5. Please explain.**

Very vague

**PFP - 2023 - Q58.6. What additional communications would you like to receive regarding the status of your application, prior to receiving a payment?**

NA



Notification of when we can expect the payment to be made.

na

None at the time

Nothing at this time.

None

An exact timeline of when the review process would be conducted and what the stages are for the entire process would be nice. That may not be possible given staffing issues and the current number of applicants.

I think it all runs smoothly

None needed.

Maybe letting us know that the application has been approved after the review without having to log back in to check on it.

na

Just maybe a bit more "YOU ARE FINISHED" type notification

None. At this point, the district is satisfied with the current communication received.

More money

YOu are doing a good job at that

Nothing at this time

Video tutorials would be beneficial to me.

satisfactory

Information is sufficient

**PFP - 2023 - Q58.7. Please provide any additional specific suggestions for how the Impact Aid Program can improve customer service.**

An introductory webinar for new 7002 coordinators would be helpful. Most webinars that I have viewed have been directed at 7003.

na



The application web page does not always work well and it can be frustrating.

I just get on the website each year and replicate what was done the year before, but I don't really understand what I am doing. I don't know if there are opportunities to increase the value of the land, thereby increasing our payment.

Nothing at this time.

They have been very helpful every single time I contacted them. I had some issues getting an account and [NAME] was key in helping me get that fixed. Likewise, [NAME] was instrumental in helping me understand exactly what types of records we needed for our application. Completing the application would not have been possible without these two individuals.

Customer service was extremely responsive to my inquiry.

It all works smoothly

None needed.

na

Just be sure to keep long hours, after 5:00 pm as that's when I work.

Customer service staff are kind - thank you

Give us more money

When calling the number listed for impact aid, there are no options to speak to anyone. "Leave a Message" That's all it is, since one was left a month and a half ago regarding assistance needed with the system and I have yet to receive a call back. SMH....

None at this time

Great people to work with.

**PFP - 2023 - Q58.8. What improvements would you like to see to the Impact Aid Grant System (IAGS)?**

na

na

Just a working application



Ability to print payment vouchers directly from the voucher notification email vs. having to log in to IAGS for printing.

I would like to see it fully funded (something not in your power). I would also like to see the website have a more user friendly interface. It may have just been more difficult for me since I was a first time applicant.

I think it works smoothly

None needed. IAGS is easy to use and navigate through. And, is well designed.

Maybe not so many websites to go to for federal aid.

It's good

I find the IAGS to be user friendly and can't really think of any improvements at this time.

None at this point.

More money

it is doing good

I am not a fan of the layout of the 7002 & 7003 applications. I feel the way it presents to the viewer is confusing.

Unsure of what improvements are necessary

Better overall explanations



## Payments for Federally Connected Children (Section 7003)

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

I always have to go back to the original email link and relick on it once logged in to get to the message. It doesn't open up where you need to be when you get an email stating there is an urgent message. Trial and error, you learn this but would be nice be able to find things easier.

I feel like the site is difficult to navigate and that you have to know what you are looking for to be able to find information. I'm newer to the Impact Aid site and have struggled to maneuver between pages sometimes.

Search results are hard for me to find exactly what I am looking for.

Sometimes it seems counter-intuitive to find the current application. Other than that everything is awesome.

No real suggestions to offer.

No suggestions, website currently works well for my needs

There has been a big improvement. Things are more timely than was the case previously. There are something's that you just need to speak to a "person" about.

I am a fairly new person applying for impact aid, however it just seems like when I am looking for payment info or needing just a quick answer to something it would be nice to have more direct links or chat availability.

I feel it is navigable and not difficult to find information

No recommendations at this time.

No recommendations at this time

no comments

I'm very satisfied with IAGS. When a problem arises I can email any staff member and they can get it resolved in a very short time. I appreciate their help so much.

It is hard to navigate and find things

ome of the tabs are outdated, need updated information. Some have "page cannot be found". Need a "cheat sheet" on the eligibility tab. Leaving schools to read the entire legislation and regulations to see if they qualify is too daunting.



A manual with screenshots on how to navigate each of the tabs would be extremely helpful.

No suggestions

The website is very easy to navigate. Also, our representative from your Department was very helpful.

It is not user friendly website; very complicated.

Overall I have been very happy with the service. Sometimes the website, if a little difficult to use.

I always have difficulty remembering how to get to the applications and payment history since I do not use the site on a daily basis. Having to go to the LEA a few times to get to where I need to be seems like more steps than necessary to get to the applications or payment history.

I was never notified of any payments being made. I initially thought that we did not qualify. Then, I was trying to familiarize myself with the website and happen to click on payment tabs and realize that payments had been made. Communication could improve.

The site a little clunky to use and very text driven. Perhaps a shift to a more intuitive program or layout would help the end users.

Finding the correct exempt land was the most difficult task. I had to have some added to the site but my analyst was very helpful once I reached out.

Our district lost our 2023 Impact Aid because our former superintendent was still our "Core User" on the website. As the new superintendent, I submitted our application but was not aware that our application was not electronically signed when I submitted it, because I was not the core user. Our application was never processed because it wasn't signed. We received no aid because we did not realize what happened until we were filing our 2024 application. The website should give the submitter a warning that the Core User needs to submit the application. We lost a major funding stream for our district over a small technicality, which should never happen.

I have a hard time remembering where to find the payment information. It is not as intuitive.

Sometimes it's a little difficult to navigate and find what we're looking for. Could be more intuitive.

I think the website is fine the way it is

The website it is user friendly. The language seems stiff and formal and not easily understandable. I also feel like there should be more access to tutorials and sample forms.

Once you get to know the website the easier it is to navigate. Maybe a button that describes the 7002 as well as the 7003.

NA

I have found it easy to work with. I do have a a new person taking it over and tehly will need further training.



I have no complaints about the website.

It is already very user friendly.

Make it user-friendly. It's a very busy-looking platform. Make the recorded webinar area easier to access for information. Add and updated Index area to look up our own questions.

I have no feedback at this time

I appreciate the application, the support and the process. We did well on our audit. I guess my only "issue" is that it feels like there are a lot of changes to the Indian Policies and Procedures. Each year we have issues with that portion. It seems that if the district and the IAC are in agreement on the details of the IPP and they are based on the Federal template, there shouldn't be that much issue with the details of the document each year.

I don't have very many suggestions at the moment.

The reporting portion of the website could be more user friendly.

Some of the links are difficult to find regarding payments; reference materials are very easy to find and use

NA

When I have tried to find information the website does not seem to be user friendly and cumbersome so any improvement in this area would be great. It takes me several searches to really find what I am looking for.

It seems as if the site should be easier to navigate in order to get to the applications, payments, etc. I am not an expert at design, but often times it take too many clicks to get to what you need.

None

The actual people are great to work with. Training needs to be uploaded a little more clearly on the website and by that I mean step by step for the novice personnel that may trying to work the grants for the first time.

Other than that the people are super to work with.

We have had excellent service

The IAGS portal is cumbersome; the older method of completing applications was simpler. It is cumbersome to have to change passwords so often and grant users different 'rights' on applications.

The feature where once a task is submitted, you can't go and see that it was submitted or review what was submitted should be adjusted so that users can see that a task was accomplished....



More live training is needed. Sometimes you need to ask questions as you are entering the data. Webinars are good for staff that have been doing the data collection and entering for a while and changes. For new comers, it's not simple and it's not the only program assigned.

its manageable

My problem has been with the Impact Aid Grant System. It is drawn out and not clear what all has to be done. I saw this application for FY24 that had a listing for Amendment but since I tried to correct a line from the Federally Connected Children. After making the change it says in red "Total Child Count is Out of Threshold. Note is Required." I don't know what the "Threshold" is or means AND I don't know where to put in a Note. I did write something in Explanations but that doesn't seem to be best so now I am stuck and can't get my signature in. This Application could be designed much better than it has been.

Our direct contact [NAME] was very helpful, always going the extra mile.  
We did receive conflicting information from top directors.  
Our payment was extremely late.  
I find the website quite frustration.

The analyst must have thorough knowledge of the uniqueness of indian tribal lands. The governance of tribal lands, the location of homes on tribal lands, addresses of home on tribal lands, the public schools on tribal lands and the unique relationship between the school boards (political subdivision) and the tribe. The tribal education department does not have a role in state public schools jurisdiction. Although it may be communicated they have a role it is not necessarily supported by law or policy. This is in [LOCATION].

Now that I understand how it operates, I find that it is much easier than G5 and locating previous years information is wonderful.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

Continue to support schools with daily support and questions.

We get documents telling us we are going to receive funding to far in advance of actually getting the funding.

NA

No suggestions to offer.





No suggestions, documents currently provide the information I need

I feel all emails and newsletters are informational and help our district understand regulations and give guidance

No recommendations at this time.

No recommendations at this time

none

In filling out this survey, I cannot even think of any documents I have received from the Dept. of Ed. I receive monthly, at least, updates from NAFIS, but can't even think of the last informational document I received from the Dept. of Ed.

The documents themselves are fairly easy to understand and complete. For the past few years, it has been difficult to get Tribal Realty Certification verifications returned to us ahead of deadline.

Greatest area of need pertains to timeliness/schedule of payments and communication related to this.

I do not know of any improvements

na

No improvement is needed.

Better assistance or workshops explaining the process and calculations. It is very difficult to use paper versions of surveys and only being able to send them out after a certain date rather than making it a part of our registration forms.

Maybe a chatbot guidance system (AI) could be implemented to help districts answer their questions.

The workshop I attended was the best source of information. The documents assumed a level of competence I did not have as a first time user.

I think the documents provided to school districts are very good.

Language should be more reader friendly and easier to comprehend.

Why is this just about 7003 and not 7002?

NA

No complaints.

I have no feed back at this time



No suggestions for improvement at the moment. The documents currently being shared are very informative and insightful.

NA

Only correspondence I receive is regarding an audit or other regulatory deadline. I do not receive information from a newsletter or non-regulatory information.

None to report

Most of the documents are great and relevant. Sometimes the amount is overwhelming but I can understand when it is time to submit an application. Sometimes I get 2 of the same email at the same time.

None

The uploads are timely and user friendly

none

We did not send any of the documents out to families.  
However, the spreadsheets share with me were user friendly. One suggestion is to make the documents easier to have multiple organizations sign off on them.

There was not consistency in documents that were asked for this year vs. past years.

Give more time to review the items. I'm not really sure.

send more frequently

I do like receiving information but I have realized over time that the documents sent via email tends to get lost in my large amounts of emails. I have been trying to have these titles get set aside so I don't miss them. This isn't your fault but I wouldn't mind getting a text delivered as a notice on my cell phone as well and dates that are important for training with NEW changes. I wasn't aware of some changes during the pandemic and that had thrown me off once pandemic was no longer an issue.

Perhaps they should consider services directed specifically at small, rural, heavily impacted Reservation Schools. It is difficult for us to meet the "paperwork/research demands" to receive much needed resources.

Having a closer, regional source would improve services as well.

nothing aware of

none



Previously the “voucher” was nothing but a hassle. The voucher would be sent, we could never read them due to the manner in which they were sent, WinZip. We would have to request the vouchers to be resent under a different format. Staff was very helpful, but I hated bothering them. Things are so much better now.

The information we get from newsletters and emails is useful and informative.

**Q46. Which of the following best describes your job role? (Other, please specify)**

Admin Asst

Executive Secretary

Specialist

Admin Asst/Student Records

Impact Aid Consultant

Finance Secretary

Executive Secretary

District Administrative Secretary

Data Analyst

Indian Education Director

Accounting Specialist

Indian Home School Liaison

Finance Coordinator

District Secretary

Student Information - Impact Aid Application manager

Accountant

Data collection and entry



## CUSTOM QUESTIONS

### FCC - 2023 - Q39.5. Please explain.

I attended the section 7003 webinar on completing an application. It briefly covered what financial information was needed for the application. They spent a lot of time going over the tables, which is needed. However, I feel like there should be a more standard approach from all of the District for the financial information that is needed to complete the application. I had to go to my SOF, to complete information and reached out to another district like me to see what information they provided and duplicated to complete the application.

I would like some intense training on Impact Aid. This year is the first year I did the application by myself.

I would like some in person training- Impact Aid training for beginners.

Zoom meetings are hard for me and I need to be able to ask questions after thinking about the information I received.

I would like any direction on any upcoming trainings.

The session was one-sided (presenter to audience). There was not room to ask questions or seek clarity.

I don't think the data entry sources are explain. More information is needed on how to upload and obtain data and what supersedes data other data.

### FCC - 2023 - Q39.8. Please explain.

My review was an onsite review but the email said I needed to upload documents. I had to contact the reviewer to get the information that I needed.

Our field review was done by an untrained new analyst. She asked for items I already provided, and had no idea what she was doing. In the end,[NAME] went in and did my review in ten minutes.

That being said, I understand the task of field reviews is time consuming, so maybe streamlining the entire process should be a focus point for the future. I strongly believe that if all districts were using the same forms and the same processes, these reviews would be easy. Trainings for Impact Aid should include this information for trainees, and not just cover the program "high points". We need specific information. It will help us all to be better prepared and more confident in the jobs we are doing. Impact Aid revenue is a HUGE part of many school districts' budgets, and it is extremely stressful to receive a notice that your funding is going to be affected because you did something "wrong".

The cover letter was confusing



We did not qualify for funding, so no need to review our application.

I believe that the IAG office is severely under funded and under staffed. I have found the staff to be wonderful, helpful people. I have found the overall paperwork to be confusing and overwhelming. The payments do not meet our needs.

**FCC - 2023 - Q39.10. Please explain.**

haven't received back yet

Never received communication that it was final from reviewer, but I did see it in the Impact Aid system itself.

No review

We are still in our audit. I had to have everything submitted by 3/31 but won't have an answer until sometime this summer I believe.

It was N/A. We have had a review but not in the past year.

The district has had field reviews in the past, but I have not had one since I started submitting the application.

We did not have a review so we were not contacted - they have been very helpful in other areas and if we have had questions - always helpful!

Again, my analyst is new, and she needs some more training.

Did not have a final review of findings, left in the dark.

We didn't have a review.

N/A

I have not been contacted for a review

We have received no communication regarding the review. Documents were submitted 3/31/2023.

I have not received any communication about the outcome of the field review as of today.

I didn't have to do this therefore no outcome was needed to be shared.

The original notification letter included supplemental pages that broke down the requirements for each section. Other than correspondence for the auditor asking for copies of the information that was submitted with the audit review, we have not received the results of the audit findings.

We didn't have a review so there was nothing to be provided to us.



I have not received information about the outcome of the review.

We were under review. And, as of now, I am not 100 percent sure that we are accepted. I also have no idea how much funding this will bring in to our program, which makes it difficult to budget. I also have no way of finding this answer. I wish I would be able to have a bit more clarity. I also started this process in January... so while right now I am a bit confused, I am sure that in years to come I will have a better understanding.

review caused a delay in payments for 21-22, which caused a deferment of State military impact aid.

I think the person I was working with might have been "new" and I think there might have been some illness for a while. I just know I was waiting and calling and checking in and it did take a long while.

We waited for feedback forever and then were given extremely limited time to respond with confusing instructions. Helpful people, unhelpful system.

not applicable, we have not had a review in the past year

It may be my fault. I assumed communication would come via email, but the communication was in the impact aid portal online.

The website is not "intuitive". The few times I do go in the portal it is difficult to remember where to navigate to find communications. It is mostly trial and error locating communications.

Also when contractors are used I tend to junk then block the sender. Qualtrics is a vendor that sends so much junk or spam email. I advise to use a vendor that does not have Qualtrics name in anything.

**FCC - 2023 - Q39.13. Please provide any additional specific suggestions for how the Impact Aid Program can improve customer service.**

NA

Some reviewers did not return phone calls in a timely manner.

It's been excellent working with all the Impact Aid staff. The new website has made things much better.

As a new user, I had this application dumped on me the last minute. I just wanted to say that when I reached out for assistance/help, I found everyone to be very helpful and helped me through the process and eased my fears of everything I thought was doing wrong. It helped to make that personal connection at first so I did not feel as intimidated to reach out even with basic questions.

Getting thru on the telephone is very difficult. However, the staff is amazing once we are in touch with them.

Customer service has honestly been beyond excellent- they are always helpful and willing to help in any way they can!

No comment at this time.



No recommendations at this time.

none

We contact different analysts for our State with questions and concerns and are very pleased with each and every one. We enjoy working with the analysts. They help us so much and couldn't be happier with the way they are there to help us in any way possible.

See previous responses

The main difficulty arises when a new applicant (and we are relatively new) has a question. Impact Aid staff sometimes have a difficult time walking newcomers through the process, as they seem to be technically astute and must spend the majority of their time with school programs who are more veteran and have a better foundational understanding of the acronyms, etc. that are used.

Response time to email communications to state analyst

Great Customer Service

na

None needed.

Technical assistant zoom meetings

No suggestions at this point

any issues wasn't with them it was with the time it took to receive our payments.

Customer service was excellent.

The staff members did not have the ability to fix the problem with our application, and get us the Impact Aid that we are missing.

Sometimes analyst are working in different time zones which can present as a challenge when you are attempting to connect with them. I don't really have any suggestions to repair this but wanted to at least state the concern.

I do not have any at this time

NA

The Impact Aid customer service has always responded in a timely manner when I have reached out to them.

Thank goodness for the guidance from customer service. [NAME] was great at answering my questions.

No feed back at this time



[NAME] was spectacular at supporting us. I was a little upset at first because I thought we were audited a year ago, but that was an informal audit done by our previous contact at Impact Aid. [NAME] provided us with all of the information and detailed list of deliverables and was flexible when we had some issues with our Superintendent/Principal leaving mid year.

She was a pleasure to work with.

Customer service is superb.

Only contact information provided is an email address; the person to contact is not easy to locate among the information provided.

none at this time

When I needed to speak with a representative they have provided good customer service.

[NAME] is extremely helpful and timely in her responses. I am very thankful to have [NAME] as a resource.

I have to commend the program for outstanding work and service. I say that because it is very difficult to get great service oftentimes from federal programs, however, this program was very prompt, very nice on the phone and outstanding to deal with.

none

I am very thankful for my reps. Shout out to [NAME], as well as [NAMES].

I don't have any questions at this time.

I go to the webinars and I am getting better with it. However, it goes by fast and sometimes I can't stay with it since I might be interrupted with issues at work. I see there have been changes and the pandemic time threw me off since we used the same information for two years. That became confusing. I do want changes that are being made to be HIGHLIGHTED as running across a bulletin board so it is noticeable that specific changes have been made and I should look into that.

We need more support and more funding.

analyst assigned to tribal lands must know all the uniqueness of the communities on tribal lands. It is quite different than having residential addresses and living in towns.

It would be helpful if the payment date was available. We understand payment is based on the Federal Budget, but the delay a few years ago required us to get a short term loan to make payroll for a could have months.

[NAME] couldn't be more helpful if she tried. She is a keeper.

Thank you so much for the changes you have made, it is such an improvement to the system.

The staff is very knowledgeable and helpful when we have questions.





**FCC - 2023 - Q39.14. What additional communications would you like to receive regarding the status of your application, prior to receiving a payment?**

I think it would be beneficial to receive audit updates. Like information received. I'm sure I will know once they are working on it. As for payments, notifications should come at about the same time the funds come. This is not always the case

NA

None that I can think of

Email confirmation once the application has been approved would be helpful. Currently I periodically check the website until I see that the application has been approved.

There was much better communication the past couple of years...

I appreciate the notifications that I receive now, when the application is reviewed, payment processed etc.

We have had timely help and timely payments of which we are extremely appreciative!

The ability to print the payment voucher from the voucher notification email

None

na

I appreciate automated messages as my applicaiton moves through the review process each year. The long wait with no communication as it sits in review can be stressful, especially when the amendment deadline is fast approaching and the ability to fix something could pass before it ever gets out of review.

Communications have been adequate.

Most helpful communication content after submitting is specifics related to schedule for receiving payments. Even when there are government related delays, Updates on timing are appreciated.

Nothing

na

none

NA

No additional feedback

A timeline if possible, would help for our budgeting as the payments are a significant percentage of our overall budget.



It would be great to know when the payments are coming. With the irregularity of payment it is just use it when you can.

A notice prior to the submission deadline, if our application is submitted but not signed. We received an email, but after the deadline date.

More about which step the application is in through e-mail communication.

None

N/A

I dont think it is necessary

N/A

NA

None

No feed back at this time

Communication is good, I know when to expect a deposit.

Emails are sufficient

Something saying what our award is. We get nothing saying your app was approved or how much we will be receiving. We just watch for the \$ to show up and then calculate if that's 90% we get x... it doesn't come at a consistent time, neither the first or second payment.

A breakdown that is easy to locate for all the payment information send with the notification or a link to find the payment information directly would be helpful.

none at this time

The current communication is fine.

None

I think I am ok so far.

none

The next steps, a timeline of payments, the amount the payment will be... any info would be helpful.

n/a

I would like to hear from a person who is saying in IMPACT AID APPLICATION area that something needs to be dealt with but I don't know what it is, and how to deal with it. I can't easily find a place to



respond to this person to tell me what the issue is and/or what I need to do. That site is not the best format that helps people to input and correct information.

Open office hours to help with the IAG website might help.

nothing aware of

We are satisfied with the communication.

**FCC - 2023 - Q39.15. What improvements would you like to see to the Impact Aid Grant System (IAGS)?**

NA

None that I can think of

None, IAGS currently meets my needs.

Better telephone communication.

We are very happy with the new system - user friendly and navigable.

N/A

Just some in person trainings

no comments

Training their staff. Quicker turn around on payments. Don't speak to us like we are asking too much when we question the extremely late payments. Honesty in responses to our questions, rather than the same automated response over and over and over. If you need us to advocate on behalf of the Dept. of Ed, because some other part of the process is holding you up, communicate this and maybe we can help the process along by contacting our State offices. I think we are not working together well, we are in conflict too much.

It would be good if it had a more user friendly interface.

Already stated

Website functionality

na

none

NA



I am satisfied with the grants system.

I know it is because of security but logging in, having to change passwords frequently, I'm only in the system a couple times a year so it can get frustrating

none

I would like to see a pop-up message added to the system, if an IAGS user who is NOT the Core User submits the application. If I had received such a message, I could have fixed the problem because I submitted our application a week prior to the deadline.

Make it easier to move to an online data collection without all of the requirements before hand.

Consistency in the amounts posted. I have gone back in and found a previous amount changed on the voucher which messes with calculations. How to find data is a long and winding road through many links and not all of them are intuitive or logical. the system comes across as under-developed and very frustrating.

none

Become more user friendly in language and presentation.

Maybe a link when a payment is received rather than having to log in and navigate to the payment. LEAs have to do this every time and send them to the county office of ed.

N/A

NA

I find the IAGS system user friendly.

No feed back at this time

None at the moment.

More consistent payment dates, more communication around amounts that will be received.

I wish the payment amount we were to receive was included in the email notification instead of having to log into the system to confirm the amount.

It could be a little bit more user friendly. Sometimes I still have to click around to find what I am looking for and I have been submitting applications for many years.

None

None

none



expanded definitions and examples within the question buttons and resources of application information. School year vs. calendar year is often in question.

More life training.

I think I have already stated the Application area should be designed differently. Maybe the application should look more like a survey - so each page to be filled in is just one item on each page. Also the "survey" application type could provide the listing of which items do you need, e.g. Federally Connected Children, Work-on Only, just check the boxes for the ones to show up.

Improved funding

Increased regional support

Simplified technology

Decreased/simplified paperwork

intuitive website.

Just more information regarding payment timing.



## Predominantly Black Institutions (PBI) Competitive

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

Update awards page with abstracts so that we can easily find info about other awards and maybe reach out to other colleges for support/ideas.

Provide a more modern look less text more buttons to the landing page to make it easier to navigate.

A table of contents of all related grants and guidelines with quick links to locate material.

I'm okay with the way it is but maybe a forum for other administrators that are a part of similar projects to pick each others brains.

The site works fine for me. I have no recommendations for improvement.

N/A

After completing year one of the grant, our program has a stronger understanding of the PBI grant requirements, responsibilities, and how to navigate the website to gain further insight. Our grant administrator has been available and responded to our request in a manner that is beneficial to the program and activities. The website sometimes is hard to navigate to find information. I do feel a tutorial may be helpful.

#### Q33. Please describe how we could improve the grant reporting process.

A webinar recording or some other individual-led training is needed to assist with completion of the APR and use of the system. Some of the questions seem repetitive. Some of the budget fields do not take into account what is happening in real-time making it frustrating to respond. Also, for new directors, access to the previously submitted APRs for an institution is needed.

The section where you need to supply data is sometimes difficult to use the forced percentile or ratio choices, there should be room for more narrative data for explanations

Clearly defined explanation of how the reported data is used.

I'm okay as it is.

I have no recommendations for improvement.

N/A

The new additions section for this year was a little confusing on how budgets were allocated and used.



## CUSTOM QUESTIONS

### **PBI-C - 2023 - Q25.5. What can Predominantly Black Institutions (PBI) Competitive do to improve communication with you?**

Nothing at this time.

More opportunities to get to converse with FPO in a personal setting.

I have no recommendations.

DOE has been very responsive to me. [NAME] supports our program by provided guidance in a timely manner.

### **PBI-C - 2023 - Q25.7. How would you advise on improving the overall process and protocols associated with this grant competition?**

Maybe more examples of favorable initiatives.

I have no recommendations.

I have no recommendations.

Most grants are not awarded until right before the grant begins. Allowing a introductory phase to reduce hiring delays would be useful to help grants with the startup phase.



## Project Prevent

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

I have not used this website, so I am not adequately able to make any suggestions.

NA

Organize it a bit more.

Our district was recently awarded. No recommendations at this time.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

Allow others that manage grants, not just superintendents, to receive blast emails.

N/a

Our district was recently awarded. Too soon for me to survey.

**Q33. Please describe how we could improve the grant reporting process.**

I am new to the system and have not used any of the reporting features yet. I will be better suited to answer this next year at this time.

G5 is glitchy and, at times slow.

improve G5

N/A

Our district was recently awarded. Too soon for me to provide feedback.





**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

Provide additional PDs

N/A

The introductory meeting with [NAME] was excellent: she is knowledgeable, very thorough, and easy to talk to. Looking forward to working with her.

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

[NAME]

National Center on Safe and Supportive Learning Environments

NCSSLE

**Q46. Which of the following best describes your job role? (Other, please specify)**

District Child Well-Being Specialist



## Promise Neighborhoods

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

No suggestions

The website has basic information about the Promise Neighborhoods grant. Links that direct to the program resource website, including technical assistance documents and contact information would be helpful.

The biggest challenge with the website is the SEO. It would be helpful if the "homepage" for PN was the first link that appeared in searches.

Have the search be specific

Provide clear direction.

No specific guidance at this time

We were unaware this site existed and unsure how to find information related to the Promise Neighborhood. It was not easily identifiable or found at all. Be sure to notify PN of the site and what it can be used for.

I have no suggestions at the moment.

N/A

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

No suggestions

I appreciate the highlighting of individual promise neighborhoods. Additional information about grants (both federal and private) would be helpful.

I am struggling to differentiate DOE communication from that provided by the TTA providers. The communication from our program officers has always been clear and concise.

Most documents have enough breadth and depth to be useful.

No specific guidance



Content struggles to be relevant to our specific PN. GANS are difficult to understand and organized in a way that makes it challenging to find the information I need, i.e.- budget amount or changes to previous GAN. Blind copy email addresses so emails don't take up so much of the message.

I have no suggestions to improve non-regulatory guidance.

N/A

**Q33. Please describe how we could improve the grant reporting process.**

No suggestions

Additional clarity on the alignment of reporting years, baseline and target data and how/when they can be updated to inform efforts, and clarity on how the report is used to evaluate progress.

Increased clarity around how financial information should be reported.

I can't think of improvements at this time.

Reporting tool could be greatly improved - not user friendly. Needs to be streamlined and interface to be updated.

No specific guidance

The Ad Hoc and APR reports are very lengthy and cumbersome, with over 100 pages of content. Four months per year are primarily dedicated to these two reports, significantly re-directing time and effort from direct services to participants. At the very least, one of these two reports should be a condensed version that is quicker and easier to complete while providing critical data to the department.

Change the timeline of reports so they better align with the academic school year - Sept-June. Often population level data around test scores are not available at the time of either report. Reporting on college level impact for a 5-year grant is challenging when students are still in high school and just entering college. There is a lot of redundancy in narrative when reporting on the GPRA's. The way the guidance provided around "access to the internet" doesn't seem as relevant as asking the question to you have access to the internet AND the ability to do your schoolwork or job.

Our program is new and I haven't had to report yet. Therefore, have no suggestions for improvement.

N/A

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

No suggestions



More discussions on promoting shared practices across programs and services within different organizations will be helpful.

I have not suggestions at this time.

Continue to connect agencies to share best practices

Often it feels like PN's are asked to give the TA providers input on what expertise and assistance is needed vs TA providers understanding the needs of PN's. This may be due to PN's having such a wide variety of programs/services for their specific populations so it is challenging to have specific guidance for individual PN's but at the same time having baseline guidance on how to create Data Plans, content experts around each GPRA, examples of how successful PN's have been able to report population level data on each GPRA, etc. Would encourage pre-grant TA prior to PN starting the grant so when implementation begins everything is all set and ready to go.

More specific T.A information for tribally based programs

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

The Urban Institute

Westat Insight

Urban Institute, Clear Impact, Westat Insight

Westat

Program officer and Impact Data

Westat Insight

Urban Institute

clear Impact

**Q46. Which of the following best describes your job role? (Other, please specify)**

Deputy Director



## REAP-Rural and Low Income School (RLIS) Program

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

Need to make the REAP Informational Document easier to find as it contains the most comprehensive information on RLIS and REAP in general.

Utilize a tile system

No suggestions

It seems very instructional. More warmth or visuals.

Using the main search feature for the USED website is cumbersome. The search results are not clear and usually do not take you to the information needed.

There are sometimes too many layers. One example is as follows: trying to find the Master Eligibility Spreadsheet (MES) can be difficult because it's three "layers" in ... and where it is isn't intuitive since it is shown on the SRSA page but actually is applicable to both SRSA and RLIS.  
It feels like there may be some unnecessary duplication of information, too.

Sometimes it is difficult to find information on the site. Even though I know the information is on the site because I have seen it there before, I have a hard time finding it using either the search feature or by navigating within the site itself. The information itself is useful and they keep it up to date.

There are just times when I do a google search where it still links to the "old" website.

It's just the search function for the larger site itself that appears to much room for improvement.

#### Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).

NA

Make them state specific

No suggestions

Every year they get better and better.

More webinars that discuss changes within REAP. More training and webinars for new coordinators.



I think this is done well ... especially the reminder emails about drawdown reminders, etc.

I feel their documents are useful. The REAP team is very proactive and provides training and updates. I think this team does a wonderful job.

Emails and webinars by REAP team are extremely helpful.

Blast emails can be improved by being copied on any blasts to districts from the office.

**Q33. Please describe how we could improve the grant reporting process.**

NA

No suggestions

Where would I find how the Dept uses the Data? I haven't seen it. If there is anyway it could help my LEAs. I would love to use it.

Break down reporting steps into even smaller instructions - even if this is sent out to Coordinators separately. Webinars, visuals, guides, presentations that provide step-by-step information.

This was my first year so I'm quite new to process and I wasn't the person who ultimately uploaded the data. I compiled it but others did the uploading. One thing that would be helpful is to consistently list what year (e.g. 2021-22) data is needed. It can get very confusing since in some cases we may be using data from different years. When fiscal year like FY22 is used it further complicates the confusion since the federal fiscal year and our state's fiscal year are not the same and are hard to reconcile sometimes.

I find the data on the use of Rural Low-Income Schools Program funds to be cumbersome to collect. To determine in which areas districts have spent their funds, I often have to go into each district's claims and look at how they have spent the funds. I do ask on their application which activities they will be using the funds for, but often they change course during the grant period. Other than that, the information is fairly straightforward.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

TA from Department staff is excellent. The quaterly REAP State Coordinators meetings are very informative and allows State Coordinators across the country to network and share best practices.

NA

No suggestions

This team is simply amazing!!!! extremely efficient and professional.



Provide more structured presentations and handouts. Provide more technical assistance by reaching out to individual coordinators without a webinar. This will help them to know if coordinators are struggling and do not understand the program.

The guidance itself is good. However, the responsiveness in the lead up to a particular application deadline needs to be improved. Many LEAs are working up to the last few days to submit by the deadline and when there are concerns, they reach out to me and I try to get a response from US ED but the response can still be slow. Could more staff time be added in the week before a deadline? In addition (and I don't blame REAP staff for this), but there have been two districts in my state who have worked for (literal) months on issues like UEI, etc. They've read the guidance but often appear to be stuck because they are a new contact or something like that. That, then, put them behind on everything from applying to drawing funds. Something has to change since even a one week turn-around on something like this is too long.

NA

The work groups are helpful. Just conflict with other meetings at times. Appreciate getting the slides from the presentations. I share a lot of the info I learn with LEAs.

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

Our states project manager

[NAME]

[NAME]

NDTAC

[NAME]

Comprehensive Center

**Q46. Which of the following best describes your job role? (Other, please specify)**

State Coordinator

State Coordinator

**CUSTOM QUESTIONS**



**REAPRLIS - 2023 - Q54.1. How can the REAP program office improve the process through which States provide the necessary data to the Department to determine annual LEA eligibility for the REAP RLIS and SRSA formula grant programs, including the use of MAX.gov?**

I'm very satisfied with this component.

I wish the most recent MAX.gov comments displayed at the top of the page rather than the bottom.

Max.gov is clunky and not user friendly. Better navigation tools would help.

I have had no issues with the process or timing of the annual LEA eligibility rolling out.

LEAs still seem to have trouble with it. Is there specific PD for Max.gov.

Could we send raw data instead of transferring each data element to the spreadsheet provided? Could we e-mail the spreadsheet instead of uploading to MAX.gov or send it using another method? MAX.gov is not user friendly and clunky.

Some of this is just difficult and time consuming and that cannot necessarily be solved.

But I will add that I find the Max.Gov website unfriendly from a Navigation standpoint. I eventually get where I need to go but it's usually by trial and error. When I find the information, I am usually happy but getting there can be confusing.

I can't think of any improvements. They have recently made updates to the MES which I thought were beneficial.

Over the past several years, the REAP office has improved the process and continues to do so.

REAP does a great job assisting us at the state level.

**REAPRLIS - 2023 - Q54.2. How could we make the new Quarterly REAP Work Group more beneficial to your State educational agency?**

I would love to see some information come from the REAP office about specific monitoring items for RLIS subrecipients.

We could discuss PD and how that is handled within the states.

I'd really like the AUFA to be a topic of discussion shortly as there seems to be some confusion among my state's LEA's on how that works fo SRSA eligible entities.

I'm not sure.

Instead of quarterly, have the meetings at specific times of the year, like right before something is due.





Go into a deep dive of explaining SAIPE how it's derived, when its collected, what data is used to determine an LEA's SAIPE data.

I liked when we had the work groups. I would like to collaborate on how we can help our Rural communities. What are the trends and data saying?

The work groups are pretty awesome. They could be more interactive with the coordinators. Increase the time for Q&A because sometimes the sessions feel rushed. We need just open forums to express questions, concerns, and ideas in addition to the informational quarterly sessions.

Keep getting input from SEAs.

I am happy with the Quarterly REAP Work Group. I would not suggest any changes. The only thing I might suggest is to hold it a little later in the afternoon. They usually schedule it during the lunch hour (12 p.m. CDT). I can attend, but it is a bit more difficult to work around my lunch schedule.

Continue with the outreach currently prescribed.

Very helpful. I'm just not able to attend often because of other meeting conflicts.

**REAPRLIS - 2023 - Q54.3f. How do you hear about REAP program updates and events (e.g., webinars)? Select all that apply.**

Receive messages from previous coordinator until I am added to the system.

**REAPRLIS - 2023 - Q54.4l. 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. Please select a maximum of three topics below.**

AUFA

Renewal process of UEIs

**REAPRLIS - 2023 - Q54.5. How could the REAP program office improve technical assistance directly to SEAs and LEAs?**

I would like to hear how it could support down to the LEA level. I am unsure.

Doing a great job. Can't see how much more it can be improved.

NA

Be more mindful of the fact that most of us are new and using acronyms all the time is frustrating.



As a SEA, I would like to have access to G5 in order to see an LEA's SRSA grant award amount and any remaining balances for prior year grant awards.

Keep doing what your doing

Increase the amount of technical assistance to both. Include LEAs on webinars that discuss the importance of data and how to use funds under each allowable activity/title. All of the other suggestions previously mentioned.

See previous responses

I think they already do a good job. I can't think of any way to improve this.

I'm very appreciative of the technical assistance REAP team provides.

**REAPRLIS - 2023 - Q54.6. Please use the space below to share any additional thoughts you have about the RLIS program.**

RLIS is an excellent program for rural schools that gives each LEA fiscal opportunities to carry out its unique academic needs for its students.

Thanks

I would like more information about allowability and perhaps some examples from districts about how they are creatively using RLIS funds in a way that meets program objectives. This is the area I struggle with the most. There are so many nuances due to supplement not supplant and I could use more in-depth instruction in this area.

Thank you for all you do to support us at the state level.



## REAP-Small, Rural School Achievement (SRSA) Program

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

It does a very nice job of showing me the information that I need.

We have found the Website very good and easy to use.

I had a difficult time finding the right application and the guidance documents on the web. Fortunately, the link was sent directly to the district and worked out well. Also, the webinar this year was exceptionally helpful! It also helped to clarify how funds could be appropriated and what some of the allowable expenses were. Thanks very much.

Nothing. All is good.

Sorry, I didn't use the website.

Our schools very much appreciate the monies that this grant made available to our schools. The grant website need to be in more plain language, especially for smaller regionalized districts who do not have grant-specific staffing.

No recommendations at this time.

Sometimes, the information I need is challenging to locate.

Both the website and the G5 platform are very difficult to navigate. They take too much time.

I work in a very small school district. I am in charge of grants, and often feel overwhelmed by the process. This year the REAP grants were fairly easy to fill out. I have 7 districts in my rural region and had to complete the applications for all 7 districts. It is usually a frustrating process, but this time I was able to complete them in an afternoon. They were so simple that I wondered if I had done them incorrectly. I very much appreciate having autofill from last year. This information is often repeated from year to year and if I had to research and regenerate each year, the task would be disconcerting.

I am quite satisfied with the site's content and usability.

I do not use the website, I simply fill out the application.

The site is a little cumbersome to move around in. I would like a little more ease of use.

[NAME] is the reason why all these marks are high. Without [NAME], it would be much more difficult.

It currently is meeting my needs.



I can't think of anything

The website is fine.

I think this is a fantastic grant and resource of funds for our educational technology and we use these funds each year towards educational technology and curriculum delivery at all grades and for various hardware and software purchases that are implemented

No suggestions.

N/A

I have not been on this website; the staff usually reaches out to us and we work through items over the phone. The staff usually takes care of us well.

Website is not intuitive. Search bar failed to find what I was looking for.

no comment

n/a

Its easy to use

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

None at this time

They are good.

The guidance information covers a lot of ground. If it could be narrowed to bullet points or list specific steps, it would be more user friendly.

Being a very small district in terms of enrollment, some of the guidance does not seem appropriate for schools with less than 10 students in a grade level.

Nothing.

Sorry, I don't have any suggestions.

No recommendations at this time.



I really don't see any improvements needed. This grant application, along with the agency, are one of the simplest to understand and to implement and I work with a lot of grants.

NA

N/A

Nothing.

It is currently meeting my needs.

The documents are fine.

The process for verifying as a business entity was incredibly complicated for schools. We do not "incorporate" like a business, and many of our schools started over a century ago. It would be helpful if there were another way for schools to verify this information -- maybe through the state DOE who has all our information anyway?

I think the communication and guidance is perfect, we complete the paperwork and submissions each year without much trouble

No suggestions.

N/A

NA

email blasts could be more specific.

no improvement necessary

n/a

Its good

**Q33. Please describe how we could improve the grant reporting process.**

None at this time

Our district has transitioned to an outside bookkeeper so we are in the process of training to code and track expenditures. This will get better with time and practice.

Nothing.



No recommendations at this time.

As we had already spent our money, this involved just entering "0" or "0%." It seemed a little silly. It would have been good if I could have just checked that the money had all been spent the prior year and thus have nothing new to report (by passing entering "0"). I had to ask for help from someone who had completed the paperwork before. Fortunately she remembered how to do this and that "0"s had to be entered. Regardless, seems like a time suck.

NA

NA

Nothing

It is currently meeting my needs.

The reporting process is fine.

No improvements I can think of

No suggestions

N/A

NA

na

n/a

Its easy to use

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

None at this time

I have nothing to add here. This portion of the process works well.

Nothing.

No recommendations at this time.



NA

N/A

Nothing

Have needed to use technical assistance.

The technical assistance is fine.

No suggestions

N/A

NA

did not use any assistance

n/a

No change

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

[NAME]

Can't remember

[NAME]

GATA-5, and SAM number

[NAME]

the Sam system

Always appreciate anytime an onsite visit can be arranged.

Don't know

Unsure



**Q46. Which of the following best describes your job role? (Other, please specify)**

Assistant Superintendent (in charge of grant applications)

Executive Assistant to Super

**CUSTOM QUESTIONS**

**REAPSRS - 2023 - Q55.2k. 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. Select up to 3 options.**

None

**REAPSRS - 2023 - Q55.4. Please provide any suggestions for how the REAP team can reduce the overall burden to your school district.**

Maybe consider making the submitting an application process easier.

Continue to provide the links needed to access the application, training, and guidance materials in our emails. It was very helpful!

NOthing

Funds are scarce now a days for everyone. Our small school would like to see a possible increase in funds which is so very much needed for Technology to help us keep up with the demands of online support. We have been so very appreciative for the funds we have rec'd in the past years and are so graceful for the continued funds we receive. Thank you so very much for supporting Excelsior ISD.

None

NA

No suggestions at this time.

The verification process for schools was cumbersome and frustrating.

No suggestions

N/A

NA





Ease of submission seems problematic.

no suggestions

n/a

Nothing needed

**REAPSRS - 2023 - Q55.5. How could the REAP program office improve technical assistance directly to LEAs?**

None at this time

I have nothing to add here. The service representatives are helpful and kind and do their best to help solve the issue at hand. Thank you for the opportunity to participate in the REAP grant process. Our Hold Harmless district benefits greatly from this grant.

Increased funding is needed. Our school district receives very little funding through REAP

Nothing

None

NA

No improvements needed.

No suggestions

N/A

NA

Get them more involved.

none needed

n/a

Good

**REAPSRS - 2023 - Q55.6. Please use the space below to share any additional thoughts you have about the SRSA program.**

None at this time



Thank you for all your wonderful help. I appreciate that I am always able to speak to a representative personally. Sometimes there is a fairly long wait, but I understand that I'm not the only superintendent that may need assistance. I'm thankful for the help and the additional funding opportunity.

There needs to be more funding allocated for really small districts. Apparently funding formulas are set strictly using a per student allocation. When a school has less than 10 students per grade level, the amount of dollars received is very small.

Nothing

We appreciate this program

The program is needed to support programs in rural schools.

I am pleased with this program and the funding it provides for our school district.

N/A

NA

n/a

Nope



## Rehabilitation Long-Term Training Program

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

The website is good. There are many unique questions students or others have about that grant that is not always available clearly on the site, but it is hard to have answers to very specific questions on a site.

NA

More guidance on where resources are

Greater clarity

I currently do not have any feedback at this time.

No comments at this time.

It is hard to find the link to login under the grantee tab. Maybe move it up?

I think the main thing is "ease of access". Also, if recommendations are made to improve services or the website, and then changes are/aren't made, providing follow up to the grantees on the rationale behind the change/non-change would be ideal.

It would be helpful to have links to the federal regulations code as well as more guidance/examples of qualifying and non-qualifying employment for payback.

Sometimes the website reads like it's own language. I'd recommend consulting with new and experienced users to see if there are ways to streamline content.

Providing resource pages on best practices. Auto notifications also might help.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

It is a lot of information, so help in understanding what fits for the grant and organization is always helpful.

na

very long documents with no page numbers



No comments.

I think the information that is presented is of quality and is applicable to educators, policy makers, as well as professionals in the field.

No comments at this time.

I think sometimes there is a disconnect between the goals of RSA and the realities in the field. An increased level of openness to field based concerns is always welcome.

The most important factor is the title and opening sentences that describe the purpose of the communication. This is not to say the content of the message is not critical. Only that we have all learned to quickly ascertain the importance of content based on the title and opening sentences.

It is sometimes difficult to integrate the instructions for reports provided in the email with the general instructions-- numbering and instructions varies between the general and specific documents which makes preparing reports very time-consuming. Instructions vary for each report.

Peer -reviewed publications or manuscript archives and regular bulletins will help.

Eliminate redundancy. Provide more concise information

Meeting with other Project Directors is very helpful. Many new PD are reinventing the wheel and very much benefit with consultation with other academics. We face issues that are difficult to discuss with the PO, for example grant accountants who have a "better way", FERPA questions, and working with PO questions.

We are not Rehabilitation Counseling. Vision Impairment

**Q33. Please describe how we could improve the grant reporting process.**

The process is good. It is difficult at times to get the needed information from my University.

na

More on how data is used.

G- 5 is a very hard platform to use  
Directions are not clear

Review for consistency of instructions from place to place throughout the report guidance material.

I think the reporting process is extensive with writing reports as well as managing the PIMS System. Perhaps PIMS contacting the scholar directly especially when they graduate rather than having the project director to continue to keep track.



So far, every APR requires different things (more or less information) for each FY, I would prefer a standard report with minimal or no changes. This last report (until March 2023) was more concise -which I liked.

The G5 upload and reproting process is cumbersome.

I understand the basics in terms of how RSA uses data from our program. But, more training on this could be beneficial.

We have been sent excel sheets to use for the budget reporting; these are generally very helpful; however, sometimes there is error in a cell formula but we are unable to correct due to being a locked/protected document. The G5 system is generally okay to use for reports, but at times can time out or if you hit back button can lose work. I typically try to remember to just work offline and paste content it, but especially for performance objectives form it is easier to just do it directly in the system (until I remember there can be issues navigating between pages and lose information that had been entered).

4 meetings/ reports per year is excessive and redundant

Sometimes it feels like I'm translating our program data and outcomes into a government language with respect to the G5 system. There may be no way around this, but that is often the most time intensive part of reporting.

see previous response

No quarterly reports please

The reporting is often redundant and involves tedious requirements such as providing the same data in multiple places. Often there are errors in the instruction letter or confusing changes from the previous year.

It has been unclear when percentages and when raw data are needed. (for example, I have as a performance measure "maintain a website" with the target being 100% and my outcome being 100% (or should it be target equal 1 and outcome equal 1??). Neither number is of much value. Unclear how cost per scholar of value given the variation in scholarship programs. Much of the scholarly data should come directly from PIMS and not be my recopy of that material into a report.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

The coffee talks and other new programs have been excellent, more of them is always good

na

peer to peer discussions have been useful

More frequent "coffe-table" seminars



I always received response and feedback in a timely manner.

I have not used it enough to make suggestions. I had no issues with the TA.

It may be that I am unaware of some of these resources (if they are available) and that I have not tapped into them.

I really appreciate the quarterly "coffee talks" to network with other project directors and discuss strategies for navigating challenges that arise. More information on examples of qualifying employment in related agencies would be useful to provide to directors.

More coffee talks and possibly planning all of them a head of time would help

More practical information provided or spaces in ask questions and get clear answers.

More peer-to-peer sharing. Many of us built travel budgets to attend PD meeting which is happening where and when??

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

Center for Innovative Training in VR

RSA

RSA Webinars

NCRTM

**Q46. Which of the following best describes your job role? (Other, please specify)**

Professor and PI

Grant Project Director

**CUSTOM QUESTIONS**

**RLTT - 2023 - Q10.1g. What training would you like RSA to provide to assist you better in managing your RLTT grant?**



None

Recruitment and other program management strategies

N/A

nothing - we understand the above requirements

I am happy with the training now

**RLTT - 2023 - Q10.2. How can RLTT Project Officers assist you better with fiscal management, program reporting or other technical areas?**

I think helping our transient research accounting people on what is clearly needed could help.

[NAME] is my project officer and he has been so helpful. He is very patient and good listener when he guides me. I appreciate him!

clearer descriptions

Comments on our most recent report if needed.

My project officer is quite informative about fiscal management. So, I do have any further comments regarding this section.

N/A

Luckily, I have colleagues and staff here at the university that are well versed in this.

Fewer meetings and/or reports would be helpful. It is time consuming and redundant.

Annual conference where RLTT project officers can present on the best practices regarding the above.

Remove redundancy and reporting make reports less burdensome on project directors.

Private providers are soliciting our students for employment with promises to sign off on the RSA payback agreements as having informal agreements to serve clients of state services. How do I evaluate these claims? What does RSA look for in an audit? As PD, I have my doubts about the validity of the claim but if they sign off-do I have any say in the matter?

none

**RLTT - 2023 - Q10.5b. Please provide an explanation to support your rating.**



The program is essential in a state such as [LOCATION], which has not given raises to rehabilitation counselors and pays them (at around \$32000 a year) below what most people can get with a high school diploma, to allow scholars to experience the state rehabilitation agency and work there even if for a short time. The only way they can work at a 32K a year job is if they have low student loans with the help of the training program. The program also brings in scholars who would not have been aware of the opportunities in state agencies.

I don't remember receiving email about such training.

Encourages students to study rehabilitation counseling

Its an excellent and effective program

Financial support and guidance to programs makes training possible and helps project managers to make improvements.

The training program is excellent. I think the area in need of attention is improving state agencies so counselors can use their training in practice.

RLTT is very good at training future counselors for the agencies. However, the problem is scholars are not planning long-term employment at vocational rehabilitation agencies due to working conditions.

More and more, it is getting harder to find the "traditional" student that comes to a master's program, receives RSA support, then goes into the work setting. Many of our students typically come by way of recommendation from surrounding State VR agencies. They are hired, then come into the academic training program. This can create difficulties with some of the grant expectations.

This is a very important opportunity for students to be trained for employment in State VR. It has helped us create stronger relationships with our state. Unfortunately, getting graduates directly into state jobs is tricky because of the way our state hiring practices work. If we can get this resolved in our state it will be more seamless transition of our graduates directly into these jobs.

The RSA LTTGs are essential to training high-quality rehabilitation professionals. We are very grateful to be an awardee.

I think the long-term training grants are critical to ensuring ethical and effective rehabilitation counseling services in state VR agencies. Without them, I think the shortage of qualified providers would be much worse.

Many of our graduates are working/ed at the state VR agencies

These training grants are imperative to get high quality in Rehabilitation Counselors in state agencies. In my local area, these training grants have benefited the state VR systems

All our scholars have multiple job offers from state VR agencies. The problem is they are great employees for other qualifying employment as well.

I am in Visual Impairment





**RLTT - 2023 - Q10.6. Describe how your Rehabilitation Long-Term Training grant project is improving employment outcomes for individuals with disabilities.**

Counselors are more qualified and use more evidence-based interventions and interventions such as self-employment that would not be used without the training in the grant. Quality employment is understood by scholars. Also, scholars' diversity has increased tremendously helping improve employment outcomes for individuals with disabilities due to a greater understanding of the situation.

na

Increasing the number of qualified personnel in our state who have knowledge and skills in this area.

Training future workers to improve employment outcomes

Better trained professionals assure their consumers with disabilities are well-prepared to enter the work force.

Providing financial support for RC students who are going to work in the systems to improve employment outcomes - some of these students would not be able to afford a graduate education without this financial support.

Training rehabilitation counselors to work in the state-vr system.

Increasing the number of qualified rehabilitation counselors to serve people with disabilities

It increases the number of highly qualified master-level rehabilitation counselors. Said scholars are equipped (better than other professionals in related fields) to address personal, disability, behavioral, and environmental issues impacting the employment of individuals with disabilities. Furthermore, they help consumer stay employed longer.

Our RSA scholars are in high demand and are doing well in the field despite state challenges.

Every time we have a qualified provider of VR services remain in their position with State VR (or get a new position), the evidence from research indicates the quality of the outcome will be much higher (based on wage, hours worked per week, etc.).

We are preparing high quality counselors to work with clients with disabilities to improve their employment outcomes. Our graduates go into jobs that directly align with mission of this program.

We are able to train students in the most up-to-date EBP and theories that support the field of rehabilitation counseling. The services provided by student trained in a masters program have demonstrated greater efficiency and effectiveness in employment outcomes for those who have a disability.

We are training and placing qualified rehabilitation counselors in state VR agencies

Good

It's providing masters level training, specific to vocational rehabilitation which translates into high quality counselors, to go out and work with individuals with disabilities.



As a smaller rural community, we (as faculty) meet clients our students/graduates have worked with and community partners. There are individual success stories we can point to, and we can point to success in meeting the needs of state VR counselors. A significant story is successful in meeting the needs of clients who have difficulty applying transferable skills to new employment opportunities that have benefits.

It is the key support for high quality training for adults with VI



## Replication and Expansion of High-Quality Charter Schools

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

It would be very beneficial to have historical documents on the site. Only being able to see the current year's information is extremely prohibitive to records and files, especially when managing new employees or requests. It would also be helpful if the program manager was able to see the financial requests as well - I have no visibility and am often reliant on trusting other's responses.

The website could have a more thorough FAQ section.

I haven't used the website in the last year.

None.

I have never visited the website.

The website is not the place I think to go to for resources. I go to my program manager. Perhaps program managers could do a quick orientation to the website and its resources for grantees.

Relevant regulations are hard to find

n/a

When I have a specific question, I reach out my program officer, rather than looking on the website. Usually my questions are complex and nuanced.

I haven't used the site, so I can't make suggestions for improvements. If anything, I haven't been encouraged to use the site.

I don't really spend too much time on the website being referenced.

The website could be better organized to make it easier to locate sections and information.

It's my own fault, but was not aware of the website or resources contained in it, so I can't really talk to how to improve it.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or**



**type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

They are far too overcomplicated, in what seems to be an attempt to confuse constituents and prove relevancy and importance to bureaucratic systems and people that waste time and check boxes while not ever being leveraged for useful purposes.

Blast emails could begin with a short summary of contents with some quick links.

I have been surprised that blast emails include misc grant opportunities, etc but that it remains hard to dig up the exact documents for a budget amendment (for example)

I think more shoutouts, best practices, and tips on overcoming issues that we all face would be beneficial. Are many grantees struggling to open up schools on time? Are many grantees struggling to hit enrollment goals? It would be great to get the common issues affecting everyone and then tools to navigate or how to address in reporting.

At the last convening, a document was referenced during the presentation, but it was not made available and not easy to find on the website.

None

no comments

I think presentations and such should be tailored to the terms that a particular cohort is operating under. There are times when I receive documents, or presentations are shared, that have terms that do not correspond to the timeline that our grant is operating under, and it makes things confusing.

N/A

**Q33. Please describe how we could improve the grant reporting process.**

The APR process would be easier if the data from the prior year (now 2022) was auto-filled with data we submitted last year (then the current year was 2022).

Until there is a new system, I assume nothing will change. It remains tedious and low value-add.

None.

The system crashes frequently.

None

The entire process is very convoluted--only became easier to do after a couple of reporting cycles. The inability to upload the report a single document into G5 is a major headache.



I think G5 could be improved (I know that G6 is going to be rolled out). But something about it feels like the program/interface was designed back in the 1990s.

Standardized documents that reduces the administrative burden on grantees

I know this is being worked on from the CSP Project Director meeting in November 2022, but it's very hard to work from scratch every year and compile the information to put in a very rigid format that G5 required me to put it into. When I have to collaborate with multiple different departments within our network (College Success, HR, Finance, Academic Data), compiling the data is a burden.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

The outside 3rd party the Dept. of Ed has hired has been helpful and wonderful. It's the salaried staff that seems to be largely incompetent in our experience.

For the format of peer groups, it would be nice to pair someone a few years ahead in the grant cycle to someone just starting the grant cycle.

The convening was not a good use of time.

None.

None

I think there needs to be a better orientation when CMOs are awarded CSP grants for the first time. Something that sets people up for success in terms of knowing what systems (financial, etc) should be in place so that they implement those systems at the outset.

N/A

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

Anonymous

West Ed

Manhattan Strategy

NCSRC



**Q46. Which of the following best describes your job role? (Other, please specify)**

Director of Development



## Ronald E. McNair Post-Baccalaureate Achievement Program

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

I don't use the website

More user friendly.

Websites always need improvement. This is the first time we used it for publication searchers We will check back later to see how it compares.

Here are the following suggestions to improve the website: (1) Provide updated information and data on the effectiveness of McNair programs, particularly the type of information and data that are of help with grant competitions, recruitment, etc. (2) Make the interface easier to navigate. In other words, a person who have never been to the webpage should be able to go on it and find all the necessary and needed information about McNair. Work to make the webpage more interactive. (3) Improve the overall "complexion" of the website. The overall design looks boring to me. (4) There needs to be a staff listing/contact information of OPE personnel who work with McNair program with images.

The site has information for viewers not aware of McNair (program, resources, regs, etc.) and is simplistic in nature. For current program staff, having a separate site that could host the correspondences we receive from the OPE as well as other useful information, like budget templates, presentations, etc would be appreciated.

no suggestions

Include a summary of results from the yearly APR submissions. That would give each program a benchmark to work from.

Some of the information hasn't been updated (funding status tab)

Resources to support the program. Connecting with McNair Association for Professionals.

More up to date information and data on program outcomes and performance. Ease and center access to relevant research and data related to the specific ED projects.

Text heavy without much of a discernible organizing structure, other than chronological. Clearer, cleaner structure and/or stronger search function would improve experience.

It is great, I see no need for improvement.

TRIO Programs have amazing wealth of information derived from APRs and Needs Sections of grants. Would be extremely beneficial if this info could be available, i.e. a mini-repository--to help drive strong data driven decision making and help programs to be even more efficient. There are times that each program is replicating work/searching for resources that could be easily aggregated on the Ed site.



Include a chat option on the website. Include important documents like CARES dates. Additional contacts if Program Officer is not available or responsive to emails. Include impact and success stories

Documents such as for the APR and for legs and regs is kept updated nicely. However, there are some areas in which the data could be updated. For instance, "program profiles" under resources are still from 2005.

Slightly larger text and updated FAQ

Training grants section is an important piece to all TRIO programs and is lacking in up-to-date information about opportunities. The site says "2020-2021 Training opportunities coming soon" and it is now 2023. New-to-TRIO professionals may miss out on opportunities for this delay in updates.

- Make the website mobile-friendly
- improve accessibility: The website should be accessible to all users, including those with disabilities. This could include adding alt tags to images, providing closed captions for videos, and ensuring that the website meets accessibility guidelines.
- improve navigation: The website navigation should be intuitive and easy to use, allowing visitors to find what they need quickly.
- Make downloadable files PDF

The information for prospective grantees and those administering grants seem to be combined. This has the unfortunate effect of obscuring vital information from grantees as we filter through much information. One good example would be this CFI survey. While we did receive an email from the Department of Education that this survey would arrive, there is no mention on the government Ronald E. McNair Postbaccalaureate Achievement Program website. My institution is on high alert for cyber security. Multiple avenues for verifying the authenticity of emails with potentially dangerous links should be available. Also, notices from the Federal Register that pertain to the McNair grantees should be linked to or provided in the newsletter (which is only available on the TRIO Home page with no obvious link from the McNair page). All in all, a lot of information could be conveyed via the website and newsletters, but it looks as though it is primarily dedicated to potential grantees rather than current grantees.

Hello, I am not sure. It's just so much information. Yet, all if it is necessary.

N/A

The interface is old and outdated. The information is always a year or years old. College students build better facing and engaging websites that are easily navigationally sound.

incorporate more tabs for easy access to material

N/A

More visually appealing.

The site is very formal and would be more visually appealing if photos from programs or logos for the programs are shown.





Program offices need to be better prepared on Program legislations and Regulations before giving misinformation and or restricting the grantee's authority allowed by the OMB Super circular, and the program regulations

The website could be improved by keeping the information current and up to date. It could also be improved by having examples completed common forms, links to the youtube channels and other social media. Lastly, the look and feel of the website should be updated and modernized.

There are some broken links on the website that should be fixed. I would love a 'commonly asked questions' page to provide clarity to PD on grant administration.

I have not spoken with my program officer for over 12 months. I received an e-mail from [NAME] to submit my 2023 budget last summer, which I did. Later in the fall, I received an e-mail that [NAME] was my new program officer. [NAME] sent one e-mail asking me to submit my budget. I have received no further e-mail from [NAME]. Therefore, I cannot assess the knowledge of my program officer. Luckily, I have been a McNair Program director for almost 7 years, so I am very familiar with the regulations. So far, this year, I have not had any situations which require the approval of my program officer. Thank you for conducting this survey.

I have no complaints with the website.

It's actually fine as government sites go.

It would help a lot if the website were better at helping us consolidate all activities related to McNair to include training workshops and conferences.

More up-to-date data about outcomes

1. The link to the updated, searchable version of Title 34 of the Code of Federal Regulations is a VERY useful tool - thank you for providing that and linking it to the Legs, Regs, and Guidance page (<https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-647?toc=1>) for the McNair Program!
2. It would be extremely helpful if the Department could provide the exact same tool for searching updated versions of all the other sources of information on the Legs, Regs, and Guidance page.
3. It would be most useful if the Department built a tool for users to concurrently search all sources of legs/regs/guidance at the same time and receive results from each source listed in order of authority. This would be very useful in making sure directors were able to consider all levels of authority at the same time - and in rank order - so we can more quickly make the best judgment possible when decision-making regarding our grants and grant funds.

Very dated information, look, and navigation experience. We need access to data regarding our programs! All of those years of APR data- None are available to us. Why? This is unacceptable. Overall, I would not recommend this website to anyone in search of historical data. It is in dire need of an update and proper maintenance.

n/a

I have not encountered any gaps while using the website. Timeliness of updating information can be reviewed.



Information is sometimes out of date. It would be helpful if information was updated more frequently. Otherwise, information is easily available on the website.

No specific recommendations. I used the site to locate APR information rather than searching for an answer to a question.

I would recommend a link for suggested best practices and/or collaborations with other McNair Programs for connections, tours, recruitment ideas, and other program related activities

Overall, all is fine with the website.

Perhaps create a website that has a comprehensive menu rather than links.

Provide answers to common questions that grantees normally have questions about. This would help address most of the common questions and concerns programs experience. It would also be great to have a breakdown of where a program should go on the website if they have a particular question, and they are not sure where to find the answer.

Web site design is not my expertise.

The website should have ease to navigate intuitively. Accessible terminology would be useful.

My program specialist lacks in follow through with timely responses to emails. It is due to my knowledge of TRIO and my networking that I have gotten through his initial year of the program.

Monthly updates

Improve the website to be more comprehensive  
Expand on FAQs that address specific questions that McNair Directors or McNair students might have to address

It is sufficient, but more timely updates would be helpful.

no comment, because we use it only for APR submission

Make sure that information is updated before word gets out re: items like the APR

I find that the search function does not easily produce results that I'm looking for. This could be due to the search terms that I enter.

Complete overhaul. It is not user-friendly or easily navigated.

**Q33. Please describe how we could improve the grant reporting process.**



Give us access to the aggregate data for the APR. Nothing has been reported on this data in almost a decade.

The clarity of CPP,s is always vague on exactly what they want. We somehow figure it out with our own McNair community we have built.

We might in the future add McNair Scholar completion success in professional schools as a reporting line. Although it is a small number compared to the students going to graduate schools. It is not the primary direction of our program but it is certainly beneficial for society.

With regards to the APR, I would like to see a completely secured online/web based process without the need to download/upload an Excel spreadsheet. I would like to see an interface and process that is easier to navigate through using short questions with drop down boxes for reply. For example: Q: Did the scholar apply/enroll into a graduate program the fall immediately earning their bachelor's degree? Reply choices: (1) Yes (2) No (3) NA. Another example: Q. Has the scholar decided to take a gap year? Reply choices: (1) Yes (2) No (3) NA.

While the information is shared on the website, I have not (from my memory) ever received a notice that the reports are available for us to view. Communicating that information would be super helpful, as well as reporting on areas of growth that we should all be thinking about as it relates to our projects.

Timely training. Provide handouts before workshops so the audience can follow along and take notes on the screenshots.

It is unclear how to report student gender. This field has not been updated and there is no direction on how to report non-binary or trans individuals. The department has not released any reports created from submitted APR data for the McNair program in MANY years.

We have not seen a written report of the APR data for years. The data is collected and never shared back with us as a collective. APR does not fit the spirit of the program.

Make the data across projects accessible as they can help improve all programs.  
Allow room in budget to for alumni programming to be able to maintain better relationships with alumni who we are required to track for the number of years beyond their participation in the program. Program evaluation and tracking is an allowable cost but without meaningful programming or services to alumni, getting a hold of the information needed to be reported on is very challenging.

Too many fields are too complicated resulting in multiple errors. No opportunity to fix mistakes from prior years.

Streamline data requested. Reduce redundant data points. Provide clearer definitions for data points. Offer more guidance on data logic (i.e., if this field is changed, these fields will be impacted). More flexibility in reporting "grey areas."

Unknown

Provide clarity for IPR



APR only reports binary answers or numerical information. Students are still suffering from covid ramifications and the numerical report doesn't allow for ways to communicate how the students are succeeding or how they need more support.

Within the APR there are several questions where a diversity of answers would be more helpful. For instance, under field 8 for "gender" there is only male, female, and other. However, when labeling "other" for non-binary, trans, and intersex students the system flags the answer as an "error." Additionally, more choices could be useful for question 43 "reason left graduate school." There is an option for completing doctoral and masters degrees but not one for (or the language is ambiguous for) professional degrees such as M.D. and other non-doctoral professional degrees such as chiropractic. I also believe there should be additional clarification on the differences between research, internship, and scholarly activity as they are very similar and easily confused.

I would love to know how are data such as the IPR is being used

I have not yet had to complete an APR as we are a new program.

Less ambiguity in what data needs to be collected or examples of data that could be provided as evidence. Better instructions for fields 36 through 39.

Collecting data and having reporting fields (38,39,40) that have different dates to consider in order to ensure reporting ability for following year is very confusing.

There needs to be clarity regarding how to report our senior graduates who were accepted into graduate programs. In each APR, we list our senior students that were accepted into graduate programs as "Enrolled in a post-baccalaureate degree program" (line 38). However, on Line 41, we must list these same students as "Not applicable, participant did not (has not) enroll in graduate school". This is extremely confusing, even for those grantees that have completed this report dozens of times. I understand that we are referring to first-year graduate students in Line 41; however, the language needs to be clarified on this.

Some programs had problems with submitting. They were receiving error messages.

N/A

Unsure. All the information is necessary, it's just not easily understood.

1. There are several fields that are very confusing in how one is suppose to report - such as when a student goes into a grad program, the entry date and related info is not reported until the year after they enter the program - seems strange since they enter on or before September 30.
2. Why is it that when you download the form from the previous year, the students are in a totally different order than when you submitted it? And the new order does not have any obvious pattern. Updating the info is so much easier to keep them in the order that the program submit it in

To confirm that the appropriate persons are receiving the correct credentials to submit documents, such as the APR.

A training would be helpful for new directors to better understand the reporting process and how to pull the data from Blumen.



Consistency in the reporting date, allowing for doctoral degree after 10 years in the face of the increased decision to take a gap year/s before enrolling in graduate school

Our program specialist was non-responsive for months in confirming our hires for the program, in reviewing and approving our budget, and in answering any questions at all about the interim APR. We are a new TRIO McNair program and some guidance, and some response, even if not timely, would have been helpful. If we were experiencing challenges in our first months, some support from a program specialist would have been warranted. We have not had that experience with other TRIO or grant funded programs.

It would be great to have some recorded videos about common issues/errors. It would be helpful to have the data utilized nationally to understand the impact of McNair.

There was some conflicting info on the APR submission dates. The final submission page is very confusing and I was unsure my signed page loaded. I think some additional trainings on doing the APR would be helpful.

The way the Department collects data is problematic. For example, overall 66.03% of our McNair alumni are either in graduate school or have completed a graduate program. 17.75% are either in or have completed an EdD or PhD.

Problems with the way the Department collect data include Obj. 2 which requires that student go straight on without taking a gap year and Obj. 4 which looks at PhD and EdD attainment 10 years after they graduated. For example, students who graduated in say 2008 and receive in a PhD in 2013 cannot be counted towards PE points until its been exactly ten years since they graduated. It has happened many times that I have had two or three PhD/EdDs in one year and none in the next two year. So eventhough, I set my PhD/EdD attainment at only 8%, I still often to do not achieve this objective. This is crazy when only 7.5% students graduating from my institution report an intention to pursue a graduate degree. In short, our program is having a far greater impact than is reflected in the Department's data, i.e. my PE points.

I would be good when we do the APR that we get national data that can be shared with all the McNair directors. It would also be helpful to see the educational trends of our students

The McNair grant recipients have no idea about how the department uses our data nor do we have an understanding of how the McNair program performs nationally.

I would appreciate having examples of budgets that the program officers appreciate.

Communication and consistency - More communication, and communicating further in advance, about reporting timelines (when the report will go live, when it's due, etc.) will allow programs to better plan for this considerable undertaking. Also, more consistency from year to year with the opening and the deadline dates for the reporting period helps programs plan effectively to meet this work/reporting requirement.

Review APR data elements for necessity: is all the data asked for on the APR truly needed to assess program effectiveness? Could the reporting requirements be reviewed to determine if some of the data asked for could be eliminated, thereby easing the time and effort required for program staff to pull together the data for the APR? Is any of the data asked for in the APRs for each of the TRIO programs data that the federal government/Department could pull on its own with its considerably greater resources? This would ease some of the reporting burden for TRIO program personnel, thereby freeing them up for more time serving participants and maintaining effective, compliant programs.



\*\*\* Please know that the work of the individuals in the Department IS very much appreciated, as is this opportunity to provide feedback and thoughts for solutions. Many of us in the TRIO community know that Department personnel are every bit the unsung heroes of U.S. education effort as TRIO personnel and the teachers and staff of the U.S. education system. Thank you for all that you do!

It would be helpful to establish a more transparent and accessible system for reviewing and utilizing the data that is submitted as part of the grant reporting process. It seems unfair that this information has been submitted for decades without being made available for review, and I think it would be in everyone's best interest to ensure that it is accessible and useful to those who need it. Additionally, it may be worth exploring ways to streamline the reporting process itself, to ensure that it is as efficient and effective as possible for all involved.

The due date for the APR could be communicated a bit better. An e-mail for the due date and the submission would be helpful. An April APR for a new director is difficult for a June summer program start date. Best practices in data preparation for project management. A new directors letter that talks about were to locate the information about the APR. A virtual APR training site that can be purchased and paid for in advance of the submission date. Which could be specific to the program being reported on. -  
Respectfully

I have been doing these reports for over 10 years, so I do not have difficulty.

I will say that I find the validation/error worksheets to be very helpful in catching errors prior to submitting.

Add sample scenarios to instructions for reporting on the types of participants.

Advise programs to use a data management system, not a spreadsheet, to track program data.

perhaps set up a process where the PI or other official can respond electronically. It is a sometimes challenging (but not impossible) to obtain signatures, to only upload a downloaded document.

If a lock or not access prompt could be placed on data that should not be changed, this will assist with the number of fields having to be complete. The information about graduates who enroll in programs to continue their education could be more user friendly.

Clearer instructions that "match" what we are being told...

It is difficult to enter student information of those who graduated in the Winter semester.

Make the process easier to complete by providing the optimum tools to submit the report successfully. Additionally, allow Programs to share their feedback on how to best improve the required fields.

The length of time to have someone respond via emails could be improved. It would be helpful to have a chat feature during the weeks prior to the APR submission that we can ask basic questions.

With the addition of the IPR this year, there was a lack of clarity in the submission, and data needed. When the Dept was asked, they were also not versed on many of the technical issues associated with the IPR system. It was very frustrating as a grantee.

Provide more hands-on support for new grant administrators such as Program Directors.



Include sections that allow reporting on more program-specific accomplishments and consideration of those efforts in the evaluation of overall program accomplishments.

The information that is collected is relevant and clear; however, the actual reporting of the data does not always precisely match the grant objectives and the report does not accurately reflect students who finish an accelerated Master's degree. For the first issue, the reporting for students completing research on the APR is a different measure than the grant objective. The APR is based on an annual metric that asks whether a student started and completed research in a fiscal year. In contrast, the whether the objective is met is determined by whether a student completed a research project during their tenure within the program. A time span that is usually longer than a fiscal year. Generally, there is not an issue, however, some student projects are not aligned with the APR timeline which means the APR incorrectly measures student progress. Similarly, the APR incorrectly reports the outcomes for students who complete accelerated master's programs. These students are counted as not persisting in graduate school, when in fact they, have successfully completed a graduate degree. The question is correctly asked on the APR, however, in the calculation for persistence, it is not factored into the equation.

the APR for McNair is fine.

Programs should not be penalized when students enter a graduate program in Fall after completing their undergraduate degree in the previous Fall term.

Obtaining information about scholars who graduated before I took the director role this past June was quite challenging. I relied heavily on Clearinghouse data and LinkedIn, neither of which were up to date in a number of cases.

There seemed to be a lot of questions among directors about how to report and what to report, particularly concerning scholars who graduated in May 2021 and were starting graduate school in the fall. I was fortunate to have a few directors in my area who were willing to help me and I found the Council on Opportunity in Education's workshop to be tremendously useful. I don't know that I would have gotten answers to some questions on how to report on students otherwise.

Also, due dates were changed in error on the TRiO website on a day close to the submission deadline and this caused a lot of confusion. I also never received notification from DoE via a letter that the APR was available. I saw a copy of the letter from another director and found the announcement through the McNair listserv, but I did not receive a letter.

**Q46. Which of the following best describes your job role? (Other, please specify)**

Provost and PI

Director

**CUSTOM QUESTIONS**

**McN-PBAP - 2023 - Q18.5. What can McNair do to improve communication with you?**





Communications are very good with the program.

You know it's interesting. I was assigned a new program specialist this year and I have not yet met the specialist. In future, I would prefer Zoom meetings over phone meeting.

To actually communicate with us.

Continue to communicate in advance.

A couple of weeks ago, when I went to COE's Relations with the Department of Education meeting in Washington, D.C., during the McNair meeting, only [NAME] spoke. The other program officers did not even give us the courtesy of turning on their cameras. That was quite disappointing since the whole point of the session was for us to be able to connect. [NAME] spent a lot of time reviewing the regulations and such. It would have been better if it was more communication among us than at us.

Stop reading scripts and show their humanity. Have consistent communication across program specialists. Attend McNair functions (McNair conferences) .

Manages many projects and with that, a timely response is challenging. With follow-up, I always receive a response. Always appreciate early communication of what is coming and we are always informed about how to reach out or follow up with if necessary.

Help us interpret regulations. Most communication is just a regurgitation of the regulations that I can read myself.

More responsive program specialists. Persistent (i.e., on an expected schedule) updates on regulatory, financial, etc. changes.

Unknown

I have had an overall strong experience with program officers and the Department of Education. I think some of the challenges I and [LOCATION] are experiencing is result of Department of Education staff having such large case loads and being understaffed at times. I genuinely feel that the experienced staff genuinely care about the TRIO mission, seek to be thought partners to find solutions.

Hire more program managers/analysts/ officers. I understand folks are overworked and overwhelmed by the number of emails. However, the success of the programs are also dependent on approvals by such individuals. We go 6 months to a year without any communication from the Dept of Education.

It is difficult to get timely communication between the grant and the DOE. Sometimes I wait months for an answer to a question. For instance, my budget that was submitted in October has not been reviewed or approved. I have received communication that it has been received and more information will be forthcoming but so far I have not received that further communication and it is six months since submission. This is not just a one program issue, either. This is consistent within the McNair community from talking with other McNair staff. I understand that the DOE is short-staffed and very busy with many different issues. However, it would be very helpful for me to know when I should expect communication and what I should do in the meantime--as the student needs cannot just be put on pause. I understand that asking for a quick turn around of a day or even a week may be unreasonable. However, I would state that my "ideal" would be no longer than a month in waiting for a reply. Especially considering we often get requests from the DOE to give our information within a week or two-week turnaround.





I think the department deserves more support (i.e. more specialists) to free up more space and time per specialist program ratio. Even one to two could be highly impactful

Listen to questions, concerns, requests I have and the information I may have to support these. Be quicker in responses to ALL questions, concerns, requests.

Respond to emails within a week.

I prefer more response time for requested actions. Our communications seem to come very close to the deadlines for requested information. Earlier communication would help immensely.

We are satisfied thus far with the communication.

The Program Officer rarely responds. We still would be waiting for our budget to be approved if it weren't for policies that allow us to move forward in the event of no response.

Communication is happening.

Webinars specific to McNair would be helpful. If there is a peer-to-peer network, giving access to new directors would be helpful.

To be responsive to emails/phone calls within 24-72 hours or within the week.

No areas of improvement are needed.

Allocate program specialists to support the program and institutions running it.

Sometimes it is challenging when we receive communications that have no specific guidelines and programs are left to their own imagination to understand what to submit. It would be helpful if we received a template to complete or specific action steps. This would provide clarity for the program and the grants office who are sometimes less familiar with our program.

I have a new PO. I have written this individual a few emails over the last five months with questions concerning things such as the interim report and our grant funds. I have received NO response. My low ratings are all attributed to my frustration with the lack of response and communication. With our prior PO, she responded in a timely manner-- ALWAYS. Now with [NAME] as our PO, my emails have yet to be returned. This last year has been incredibly frustrating. Dates have been wrong for deadlines, new interim reports were extremely confusing and then had a short turn around with little clarity on the process. Budget approvals did not happen like usual. Overall, our experience as grantees has not been positive this project year.

They do not respond/reply to any communications, a simple acknowledge would suffice.

The communication from the highest level of the Department seem relatively good, although many of us feel it takes too long to get things out to us. For example, the request for the 2021 APR came very late in the spring semester when many of us are busy working with our participants. This report should come to us in December with a due date in January so that we can get it done before the spring semester starts.



I think over the years communication has been better. I understand program specialist have many grantees to work with. When I have needed [NAME] she has called me within a few days or so

My program specialist does not respond to emails, does not approve my annual budget, and oversteps their authority when it comes to the grant. They do not seem to understand the regulations as well as they should. They also never seem to have the time to dedicate to the grantee staff.

My only complaint is that there are issues that have existed for as long as I have been director that simply go unaddressed. They do not hold up the program administration or success but it begins to feel as if communication with ED is futile...

N/A

Responding to email and phone calls in a timely manner

[NAME], our program officer never returned emails, never answered questions, and never responded to specific requests. Then, she would berate us for not doing something. Our yearly calls were just her telling us how busy she was. Compared to National Science Foundation and Dept of Energy program Officers, this was an unacceptable level of basic communication.

Provide much more guidance and information on ways to provide services and use grant funds with information about activities and expenditures that are permissible. Understandably the Department must provide feedback regarding the unallowable, but it would be far more supportive of projects and their staff in serving students effectively and meaningfully if the Department provided an abundance of information on the many creative BUT ALLOWABLE ways programs can operate.

Keep the website current, and add an APR data dashboard.

n/a

Our Program Officer responds whenever we contact her. She communicates clearly and takes the time to listen to questions and provide answers. There is no issue.

During the recent reapplication process, I found that COE seemed to be at odds both internally and with DOE. The advice they provided was often contradictory to DOE and confused matters while overstepping their authority in terms of making interpretations and giving advice. The members of the MAP professional organization were more objective and respectful of DOE. MAP members did not promote a competitive atmosphere between the programs and new applicants.

I am satisfied with my communications with McNair

The communication is done when there are documents and/or announcements that need to be shared. Communication could be shared on other programs' best practices and/or suggestions on behalf of successful grantees.

Get back to my email requests in a shorter period of time.

Perhaps hold open office hours where directors can drop in on zoom to ask questions.



When things are operating smoothly, we are in the clear. The challenge with communication is usually associated with an urgent need that requires a quick response. When our Program Officers are busy, that is hard to achieve.

I am new to the Director role and have attempted to switch the primary investigator contact information but my provost continues to receive messages. I often miss important communication details.

Increase the frequency of contact and communications with Program Directors to discuss pertinent issues and questions

Explore possibilities of more 1-on-1 meetings

Communication is good.

Succinct and prompt responses, especially within the budget approval process, would be appreciated. It is our impression that our program coordinator has a lot of programs that they oversee, so that makes it harder to be more responsive.

Our program specialist changed earlier this year. I submitted a budget revision as requested in October. I received an email from the former specialist stating it was received and she would reach out to schedule a phone call to discuss the budget revision. The transition between specialists occurred, and we have not heard from either specialist.

As mentioned previously, I did not receive a letter stating that the APR opened. I've received very few communications overall so it is difficult to assess the quality of communication.

**McN-PBAP - 2023 - Q18.6e. What is your preferred way to communicate regularly with your program specialist?**

Zoom meetings, if possible, in addition to individual and blast emails.

video call and email

Any of the above depending on the situation.

Individual email is a starting point followed by phone conversations to discuss topics. Webinars are also helpful.

**McN-PBAP - 2023 - Q18.7. How would you advise on improving the overall process and protocols associated with this grant competition?**

They are good.



Everything seems fine with the process.

One of the largest issues with the past grant competition was the Competitive Preference Priorities (CPP). There were two CPP's. Grant applicants at Predominately White Institutions (PWI's ) were not able to write for CPP #1 which was targeted for HBCU's, MSI's, HSI's and Tribal Colleges, and therefore were not able to obtain those points for the CPP. This presented an equity issue. Additionally, there was not a sufficient comment period provided by the Department to comment on the proposed CPP's. Going forward, the Department must assure that if CPP's are involved in future grant competitions that all grant applicants can write for them with an equal chance of earning the extra points. I highly recommend the idea of three CPP's with grant applicants having the option of writing for 2 out of the 3 CPP's. Each CPP in this scenario would be for 3 points each, so if a grant applicant writes for 2 out of the 3, they can earn up to 6 additional points.

For this grant competition, information was convulated and late. Constantly felt as if the goal posts were moving and there was no recognition of COVID and its impact on our students (which should have been a CPP in and of itself). I also recognize that this is not solely because of the staff at OPE, who tried their best to answer questions to the best of their knowledge. Additionally while CPP2 was great for HBCUs, what would have also been nice is to also have projects write to increase the number of our McNair scholars that attend HBCUs for graduate school. PWIs and other institutions also serve URM students and may have developed a plan to work collaboratively with a neighboring HBCU graduate school program.

Communicate in advance.

This was my 4th time through (even though only my first as project director), and I think it went pretty well. It is always good to give grantees as much time as possible between the notifications and the beginning of the new grant cycle.

Always got the most information from in-person technical assistance workshops and Q+A sessions held in the past. Please continue to host technical assistance workshops.

The webinars are useless. Let COE handle it.

Clearer understanding of who is evaluating and what they use to evaluate. Share better, more direct access to relevant DOE data pertinent to justifying proposal. Keep McNair data up-to-dated (i.e., national Ph.D. obtainment, etc.). Request less focus on justifying national need for program (which is likely to be echoed by most proposals).

unknown

Keep moving the direction you are. I appreciated the last cycle in that there was quick turn around. One area for improvement is knowing more about the instructions the reviewers receive. While refunded, there were some comments that relayed that the reviewers not fully versed on McNair Program intent.

be more clear on priorities and definitions

For me, the grant competition went well overall. I found the instructions clear and well laid out and I was aware at every step of what was happening with the competition. I do see some issues with the budget documents and formatting as some of the documents were listed on the information package as not required, but were required by the system to submit. I also believe we could receive more



information on where the funds went after they have been distributed. There is also the issue of consistency in reviewing. This is a hard thing to achieve as each panel is different and I do acknowledge that. However, I do know that when comparing grants between programs some had easier reviewers or some review panels were very picky on what they took off points for. I know there is a rating sheet that reviewers use (and I have been a reviewer myself for other grant competitions) and that is helpful, but it is fairly sparse. I wonder if more instructions could be added to limit the discrepancies between reviews.

I am not sure, but these evaluators need some type of training or something. Who are they, how are they chosen, and are they dedicating a fair amount of time to review our submissions? I think that the whole process is confusing and at times scary. We can have a really good grant but we didn't format a section the way a particular reader might like it.

If the specialist is as busy as he/she claims, hire more people to assist with their load. Why it takes three months to approve an institution's request for a change in time/effort level of director is unacceptable.

The biggest improvement would be to clearly define the purpose of newer elements requested in the grant. For example, logic models were introduced to the grant competition in 2016. While this helped represent ideas in a graphic form, those unfamiliar with the concept and its purpose in this context did not confidently implement this. We did successfully incorporate logic models into our grant, but the clearer language on how and why would be helpful.

The overall process and protocols have improved over the years. I anticipate that progress will continue. I did appreciate the focus group session before the proposal release. You all heard from the community and valued us.

It was helpful when we had a webinar with all programs about the expectations for the grant competition.

Review the CPPs and do not limit applying institutions based on being an MSI.

No suggestions

This year there were obvious inconsistencies in how the "Bonus" points were awarded. Since the only way a new program could have been awarded this year was to earn all 6 points, yet, there are clearly new programs that are not predominantly minority serving institutions (eg: HBCUs).

N/A

None

The details on every aspect of the budget be considered from the perspective of the budget as a guide and not set in stone. Sometimes, the turnaround time when seeking input and/or approval could be more reasonable in supporting program operations.

Creating CPPs that are not related to institutional identity that limit access to institutions with need and commitment.



This grant competition had several errors in the packet. It would be helpful to make sure that information is proofed well before release.

Do not create a competitive preference priority that most programs can not write for and all CPPs should be in the draft and receive public comment.

Need over process is important.

I think the grant competition is overall fair. I appreciate the fact that PE points are used to give existing programs an advantage. McNair Programs do take time to establish themselves, and it always a HUGE loss when an established program loses its funding.

I think everything in this competition went smoothly

No more competitive preference priorities. Earlier timeline.

I thought it went well, although we had missing data on our GAN that never got resolved.

By clarifying funding and budget details

Be more accurate and communicative about when the competition starts; it was delayed this year, which complicated the process for us

I was hired after this process so I am not in an informed position to be able to comment.

There is too much variability in the evaluators' experience, training, and evaluation tendencies. Tighten it up! You are losing well-established and effective programs because your evaluators are not screened, trained, and graded properly.

No Comment

I have been a peer reviewer for federal grants from numerous federal agencies for over 15 years. I would encourage DOE to create their own training webinars and not rely upon COE so extensively. It felt like many COE affiliates were going to serve as peer reviewers and they were dictating how the selection criteria would be assessed, rather than giving individual applicants an opportunity to reply and demonstrate the extent to which the DOE specified selection criteria would be met by the proposed implementation plan. It felt as though COE was running the competition and there was a conflict of interest going on. The objectives section is a case in point. The perfect response seemed like a prescriptive fabrication of COE and their affiliate former McNair staff who would be reviewing and scoring applications. Their approach took away the potential individuality of each applicant's response.

My experience with this grant competition was good.

Provide a training that shares budget requirement and format.

No recommendation

Timeliness of notifying grants selected for funding, sharing the RFP earlier allowing applicants more time to time to complete their submission and ensuring that we have enough time to retain good employees or hire new employees prior to the start of the grant cycle.



There should be a mandatory training or introduction during the first month of hire. There should be a specific training for new directors to submit APR. I had to rely on colleagues around the state to help me submit the information within two weeks of starting the role. I didn't get much help from the Dept. of Education or the program specialist assigned to the program.

Given the sheer volume and demand of our grant competition and cycle with other comparative programs, at the moment there are no recommendations to provide regarding improving the process.

Possibly provide more time between the date of publishing the grant opportunity announcement and the deadline for grant submission

Greater clarity on when the competition opens.

It would be helpful if the review and award information could be done earlier in the summer, since we are often notified just before the beginning of the academic year, which can create staffing issues. It would perhaps be helpful if the program cycle started concurrent with the academic year.

Provide more time for potential grantees to complete the application process.



## RSA Vocational Rehabilitation Program

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

The improvements made in the past few years are appreciated.

For example - it is not intuitive to locate the monitoring reports however the search feature works pretty good.

N/a

More intuitive and less cumbersome. Publishing more relevant and updated material sooner is also advised, using plain language and dumbing down the legal speak for easier use/ interpretation.

Simple speak...still alphabet soup. The more we simplify, the more access there will be.

Provide a better search function. Curate lists for topical areas.

Improve organization and maybe have it by topic.

Finding information on the site can be difficult.

RSA has a well developed website that is extremely helpful to state VR agencies.

While there has been many improvements, it is not as intuitive in search criteria

make it easier to search and navigate

I have never had a problem accessing the RSA site or finding the information I am looking for at any given time. I am not sure I would change anything.

Needs to be more up to date and interactive.

Create a useful search engine. Ensure that staff are familiar with the selections that have to be made to find specific documents.

NA

Improve ability to find subregulatory guidance documents and update out of date guidance documents

The ability to compare state's data to another, the ability to download data in an excel format.





**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

Timeliness- at least within a year of so of audit/action

The TAC Circulars have to be read many times to understand the foundational information. It may be due to the over-complication of regulations - I feel that RSA is trying to make their regulations somewhat less complicated through recent TACs, and appreciate that effort. Perhaps examples might illustrate concepts more clearly, or accompany the required legalistic verbiage in Plain Talk.

N/a

Materials are neither appealing to read nor simple to understand. I can appreciate that much is regulated but we have an obligation to simplify so staff and those we serve can better utilize the materials. At times accessibility is a problem.

Use plain language; using the same language that is in regulations is not helpful.

Executive summaries, Tips and Tricks, Things to think about, FAQ, Layman or real world examples, great to cite the regs but we need to be able to understand the real world implications

While RSA provides relevant information, sometimes it is difficult to get specific information pertaining to specific agency needs. I understand that it would be impossible to give various scenarios for the needs of each agency.

I receive all communication from RSA, whether it is focused on the "true" VR Program. I have to say that I have learned quite a bit through receipt of these e-mails, but would like to see the OIB Program communication to be separated from the VR/Educational Program.

No answers are given. No one wants to own a decision. Instead, hyperbole is given. It's insulting to have the CFR read to you when you ask a question. States have to apply the program and that entails things that are not black and white. We know what is clearly in the CFR, its the things that live in the gray area that is not clear but could help individuals with disabilities. No straightforward answers are given...just talk of technical assistance which is talk for more talk with no definitive answers.

More real time guidance for issues impacting the states and the VR programs would be most helpful.

It would be helpful to have more Q & A sessions where answers are actually given.

FAQ on Randolph-Sheppard Act is not clear. When asking the Fiscal staff, it seems that the person is not thinking about the intent of the Act, but to satisfy red tape.

Retire old or out of date TACs such as RSA-TAC-18-02. Issue a new TAC that expands on the OSERS FAQ issued on October 29, 2019. The guidance documents are usually excellent, dealing with very complex issues. Some items can be confusing and unclear.



In some of the recent TACs and FAQs, there have been some long standing policies and practices that have been changed with little to no explanations as to why or what caused the policy change. Example, the use of non-assigned federal vending machine income is now a source for Match and MOE. While this is appreciated, how did this change come about? What was regulatory changed occurred that to allow for the use of what was once viewed as federal funds are now viewed as state funds?

**Q33. Please describe how we could improve the grant reporting process.**

The biggest issue is the gathering from partners - still no data sharing on the horizon locally among DOL, HCA, DoE programs - maybe some efforts to share program data on the federal level and remove requirement for collection locally?

The VR data collection process requires that VR counselors and field staff shift focus away from serving people to entering data into the case management system. Every time new data reporting requirements are created it adds to that already heavy burden distracting field staff from the mission of serving people.

The RSA-17 training that was recently provided by VRTAC-QM was very helpful to our fiscal personnel in the DSA. Although there were tools provided by RSA when RSA-17 first came out

N/a

Use the information for the betterment of programming instead of using it as a punishment or restriction. Need to recognize the population being served and allow for innovation to do so without all of the Grant restrictions. i.e. PreETS and Supported Employment.

Data reports often do not reflect current state and therefore we are reactive vs proactive.

Allow more than one user to open, access, edit a single report.

As a blind person, the submission of the federal reports is not easy. It is very complicated and unclear. Having websites/report systems that are much easier to navigate, complete, and understand would be helpful.

Our staff are collecting a lot of data. What is it being used for and what are the results of any research being done. If you don't need it, let's get rid of the requirement.

More [NAME]!

I like reviewing the data dashboard with the RSA team we like using that to understand what is happening in our state. Sometimes understanding the timeframe implications of the data related to formulas related to CA and MSG is challenging as we are seeing progress but the timeframes involved can cross time period/PY which makes predicting if changes made within our system have been successful. We constantly receive feedback from staff that they are required to collect too much data and it impacts their ability to serve more customers. An additional benefit would be if RSA would start comparing disability types, service types with quality outcomes and be able to share that with states so that we can focus more energy and resources in those areas.

The supporting documentation requests for the agency are a huge lift, especially when you are a smaller agency with minimal staffing capacity. Sometimes the reporting requirements are not always clear and



difficult to interpret. However, I know we can always reach out to RSA for support and guidance and always receive the needed supports

Ensure that the RSA 911 Edit check only site is open up until the time that submissions are due.

I would be interested in seeing a high level "summary report" on the OIB Program 70-B Report results to show the similarities and differences between how the States and Territories spend the federal funds.

The department asks for a lot of data...you get nothing about trends, what other states statistics do. Once we asked that we wanted to compare ourselves to similar states and wanted to see their data and was told that could cause bad feelings and RSA did not want states to compare themselves to other states.

Information received is historical, reports give past performance and not current performance.

In general is very good.

The process is not the issue, the obtaining of the necessary supporting documentation is the big issue.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

TACs are our lifeline

I love our state team, but since the in-state monitoring was completed for our state in April 2022, we have not met with our state team, had no quarterly check-ins, and no occasional update messages letting us know the ETA of the monitoring report. A year later, and still no receipt of the monitoring report. I appreciate the guidance and info sharing with the RSA team when they interact with us, but for the past 12 month period we have been ghosted completely by them.

N/a

Best practices across the country, % of rehabs/employment success goals, learnings from innovation grants, etc.

Offer actual resources rather than providing contact person for the resource.

DIF grant guidance could be improved. G5 is very clunky.

It would be helpful for staff to provide more practical technical assistance. Often we receive a citation or re-wording of the federal regulations, which is not helpful when we are trying to determine how to properly interpret the regulations.

I think you should form a learning community between the big 5 states as we share some common issues that other states may not. I think facilitated and open conversations might lead to better and more consistent outcomes across these large partners. I would also think that RSA coming to visit and see



things in action might be useful - not just during the monitoring process - but to get a better understanding of what is faced by the states and some of the innovative things we got going on.

I have been very impressed with the RSA staff's capacity to provide our state with needed TA

The previous Technical Assistance Leader for the OIB Program implemented positive changes that allowed for all Directors to meet in person for an annual conference and meet monthly via ZOOM to collaborate, to share challenges and to learn about how the different State/Territories manage their respective OIB programs. The new leadership is okay and are continuing, but there isn't the participation there was prior to.

Each state is so different, the concept is not a bad one, but it doesn't work.

Provide assistance and guidance in the development and improvement of the program.

RSA needs to focus more on how state agencies can provide quality services rather than increasing red tape. One blanket policy does not work for all diverse agencies. Too much contradiction on Pre-ETS expenditures where requirements are unreal forcing states to send funds back to the Federal Government. Technical Assistance on Randolph-Shappard is good from specialice staff in that area, however, the fiscal staff do not support them. RSA trys to blame state agencies for not expending funds, but they imposed extra documentation. During our Fiscal Conference, RSA did not want to fully participate in most sessions, only give overview, stuff that we all knew. We needed them to clarify issues.

Allow more than one person to have access to MIS to view or review reports before submission. RSA-15, section 4, provide better description of items for management services

The TACs provide a wealth of information and best practices from around the country. They have met our needs as an agency.

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

National Technical Assistance Center on Transition: The Collaborative (NTACT:C) & NTAC QM

TAC-QM, NTACT

VR TACQM

VRTAC-QE - Supported Employment Training for staff and CRPs

VrTAC QM

VRTAC

TAC-QM; NTACT-C



OIB TAC and NTACT

VRTAC-QM

NTACT

VRTAC-QM

TAC-QM

[NAME], [NAME], [NAME]

VRTAC-QM ,

NTACT

TAC- QM, TAC- QE, NTACT

The VR TAC QE - [LOCATION]

VR Technical assistance Center - Quality Managment

OIB-TAC

vtac-qm

VRTAC-QM

VR TAC QM

## CUSTOM QUESTIONS

**RSAVOC - 2023 - Q9.5. Please tell us how RSA can improve the technical assistance that you received from RSA staff or RSA-funded Technical Assistance Centers this past year. Please be as specific as possible in your feedback (e.g., identify topics or issues RSA should address, describe how we can improve the technical assistance you receive during national emergencies).**

Obtain feedback prior to passing new rules/guidance. We talk to persons with disabilities daily and hear their needs. Often the rules keep you from expending funds on areas of need.



As I noted, the issue for our agency in the past 12 month period has been a complete break in communications from the RSA team. This coincided with the on-site monitoring being completed in April 2022. For the monitoring to be true technical assistance, one would expect directly after an intensive monitoring more communication and deeper, on-going coaching, to be sure we as an agency understand the preliminary concerns and are starting to address them rather than potentially entrench them. By giving radio silence, even to a basic heads up on the status of the reporting, the message received is that technical assistance is not truly at the heart of the time- and labor-intensive monitoring effort. If RSA truly believes technical assistance is the goal, then learn what the role of coach is, and implement it. Hint: a coach provides more communication and active listening, real-time feedback, and transparency. A coach offers options and creative solutions to problems.

The RSA-funded technical assistance centers are very helpful. I was hoping for a wellness checklist to perform an internal assessment from time to time of the agency however that tool has been very slow in its final issuance. It seems to me that RSA staff are stretched thin and this results in delays as well as OGC not being able to review and clear guidance timely. I think there could be more webinars if there were ways to streamline the internal approval process.

N/a

It takes forever for any TA to go through legal channels and get an official answer back from our RSA liaison. More than once, information from TAC-QM has not been consistent with information from RSA.

The information provided by both RSA staff and TA centers during the CSAVR conference was excellent. I hope this type of interaction and training occurs more frequently in the future.

After a webinar maybe a regional follow up would be good to see if there are additional questions.

POP, CA MSG formula and best practices for data collection (how to get people in and out of CA MSG) tracking effectively

Provider monitoring and TA

Case monitoring

The Technical Assistance Centers are working well.

We are very satisfied with the assistance provided by the technical assistance centers.

I am very fortunate to have the most amazing RSA Liason- [NAME]; she quickly responds to requests and will do follow-up research to get answers and technical assistance for us. We have also been very impressed with the level of knowledge, skills, and expertise that the staff of the various technical assistance centers possess and have been fortunate to be able to work with many of these experts.



My RSA liaison is wonderful, very responsive and helps as much as he can within his role and parameters. The VRTAC-QM and VRTAC-QE has provided critical assistance and support and are the best options for help and guidance.

RSA should address issues with: prior approval, period of performance, maintenance of effort, and reauthorization. Changes need to be made to meet the current state of affairs in working with people with disabilities. Out dated policies and regulations make it very difficult to serve people effectively and efficiently.

The TAC are doing a good job. However, RSA TA is not. Again, RSA seems to be focus on red tape rather than quality services and less paperwork. RSA needs to gives more examples on how to be able to spend the funds, rather than blaming state agencies for the extra burden they created several years ago.

Do not let the perfect be the enemy of the good. The TA should be brief, easy to implement, and not burdensome.

If there have been long standing policies and practices and there has been no regulatory changes, RSA needs to provide better explanations as to why they feel that those policies, guidance and practices are being changed.



## School Based Mental Health Grant Program

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

Easier search functions for specific questions

Its great.

Nothing to suggest.

There is a lot of information that is necessary to share. The site feels overwhelming. It seems that you have to consider multiple different ways to search for information on a topic - meaning that you have to consider different terms to use. I am not sure if there is an answer for this. Once I find information, it is typically quite helpful.

Ensure all information is the same across sources.

We are pleased with the website.

Perhaps more resources made available on the website.

I don't use the website. I will make better effort to visit.

I have not been on the site, before I answer I would need to use it.

It only has generic information, not anything really specific to grant administration

The G5 website is not very intuitive. I don't have much experience with the site so my ability to navigate it will improve.

n/a

If they could create tabs for specific roles on the grant.

To this we have had very little interaction with the website and not found it helpful at all. It does not seem to be current in the areas that we have looked.

Perhaps include links to additional resources available to school districts.

In relating to the website, we were able to manage the grant process requirements. The support team was helpful.

In regards to the process, I think I might answer the questions differently in regards to the grant being annually renewable and how that was communicated during the application process.





More specific information about the grant

At this point, I have only used the website a little, so I do not have much input.

Website is useful

ease to use, appearance

nothing to add....

Additional mental health resources & organizations would be appreciative.

At this time, I have no additional comments towards the improvement of the site.

I am a new grantee and as of now it is serving its' purpose and meeting my needs.

Provide more resources (and or more accessible resources) for new grantee regarding Dept of Ed policies/procedures

I am not great with tech, so any issues are probably mine. So possibly make it more user friendly.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

Its fine

Nothing to describe.

We are very appreciative of the opportunity. We had included that we wanted to support our students by also supporting their families. We were told that we could not provide that, even if it was school based, as the funding could only be for students. We wondered about this as there is often a direct link to the student's mental well being and that of the family or a specific family member. Again, though, we are thankful for the opportunity.

We have not used the documents or received related communications other than during the application process.

Please note that the FAQ Link on the website does not appear to be working.

Everything that has been sent has been fine.



When the documents are sent there are sections missing. The people who write the grant are sometimes not the same people that enact the grant and when the paperwork is returned the applications are hard to access and sections are missing.

At times there were inaccuracies that created confusion - for example, there would be dates that didn't align with the dates that the document had been published (e.g., the grant start date is prior to the grant being even released). As a first time grant applicant, it was impossible to get clarity about that as we were writing our grant - we called and emailed but got no response. So we ended up guessing. It wasn't catastrophic for our application, but especially for new applicants, more guidance would have been helpful

n/a

We have not received a lot of guidance etc. as of yet.

There has been little communication specific to our grant program so far. Nothing other than a date on when our first report is due and promises of more information coming.....

Provide more technical assistance regarding reporting requirements.

I've appreciated all the invites to trainings and webinars that have been provided!

We have received very little written communication via email and/or website about the grant since our award

Since we are in the first few months of year one of the School Based Mental Health Grant Program, the documents that we have received so far have been beneficial and interesting.

n/a

no ideas to add...

At this point, we have not encountered any issues with the documents.

I find very useful the quality and usefulness of the documents listed on the question above.

So far, the information available is helpful.

**Q33. Please describe how we could improve the grant reporting process.**

Have not had to submit a report yet.

we haven't done any yet

Easier and direct guidance on obtaining the information.



We have yet to receive information on grant reporting

We have not yet had to complete this, so we could not answer.

Haven't completed the reporting process yet.

We have not yet completed our first performance report due to award date.

It would be helpful to have a greater understanding of how data will be used.

We just got the grant in December. No annual or semi-annual reporting has been required yet.

I have not submitted a report yet but was told what it would contain and how it will be used.

I have not seen the progress report yet so I am unable to answer questions about it.

I have not seen any of the reporting docs that are required yet, so I don't know what that will involve

n/a

The G5 system is difficult. They don't let you upload forms and there can be glitches

We have not completed a report yet so I can't speak to this process fully yet, however, we have not received any training on how to do the reports, or even where to do the reports at this point.

Technical assistance and/or FAQs on reporting requirements.

We have not had to report anything as of yet. We are in Year 1 of the grant and getting started.

We have not yet received the tool we will use to file the reports.

We have not yet completed a reporting document

I have not had to complete a performance report for this grant yet.

We have not completed our report yet because we are in the first few months of year one of the School Based Mental Health Grant. We will be able to answer these questions better as the grant continues.

N/A

We have not begun this process yet, so I do not have any feedback.

We are the beginning stages of our grant & have only completed minimal reporting at this point, therefore, we do not have suggestions for improvement.



In the previous questions, I selected N/A since we have not done our first grant report.

I am hopeful that the update to G6 will improve how ARPs are submitted

N/A

As a new grantee, have not gone through any reporting process yet. All reporting information is to be determined.

We have not done a grant report yet.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

Has been very little information from USDE on this grant

direct instructions on reporting

Set up regular check in virtual meetings.

Everyone we have talked to is very nice though we have struggled to get emails back, phone calls or connection to people.

We have not used this type of assistance yet.

We received communication on March 7 indicating information was forthcoming. As of April 13, nothing has been received. In addition, we were notified a grantee call would be scheduled in January. This has not yet taken place.

Technical assistance has been fine so far.

We have not used technical assistance yet.

We have 2 great ladies that are try to serve 109 entities. They respond quickly and do their best, but I feel that if you want people to have have [NAME] support you need additional people. We are new to federal grants and we ask a lot of questions. You should have a additional person just working with newbies.

We have barely even gotten the grant started and it has been very difficult to get responses back. When I am contacted, they are exceedingly nice and helpful but it takes forever to get a response. I am also still waiting on some technical assistance about the g5 and accessing the progress report and requesting drawdowns.

Special supports and/or more rapid responses to emails/phone calls, especially for new applicants/new grant awardees would be helpful.



n/a

I just think capacity is limited so more individuals would benefit the program

Again, we have received little guidance on anything from TA or others for this grant. what we have received has been okay but not great.

We have only had 2 meetings thus far with the department about SBMH grant.

I greatly appreciate the resources provided as well as the opportunities to meet other grantees. Despite some timing obstacles when the meetings were held (as we are a small district), it was been so helpful.

We were just recently introduced to the TA team and have not received any services from them yet

With just starting this grant, I feel the department staff have been responsive and easily accessible. At this time, I do not have anything to add.

Wish there was more training and understanding of the G5 system. We feel we have not had the proper training on this system.

N/A

Have had very few interactions with staff.

The FAQs have been a tremendous resource and the webinars to connect awardees with others has been very helpful. Additional updates on reporting requirements would be appreciated. Also monitoring and answering of questions in the portal in a timely manner would be helpful.

N/A at this time

The Department staff staff has provided wonderful assistance with immediate response to e-mails. I do not think there is a need for improvement at this time.

For now, I have seen some opportunities for PD and connecting with peers. That is helpful. Office hours would also be nice for regular opportunities to ask questions/get clarification.

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

[NAME]

Dept Ed

NCSSLE



[NAME]

[NAME] and [NAME]

SBMH Grant Program

[NAME]

NSSCLE - [NAME]

[NAME]

[NAME]

NCSSLE

**Q46. Which of the following best describes your job role? (Other, please specify)**

Grant Manager

District administrator



## School Climate Transformation Grants (LEAs) Program

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

I have found valuable information from the website. I would not change it.

I have never been on the website.

Nothing at this time

N/A

I think it's very user friendly as is

N/A it works for us

N/A

In terms of user experience, I believe that the NCSSLE and OESED websites have user-friendly menus, submenus, and breadcrumbs that make navigation a breeze. The content is also straightforward, and I've discovered a wealth of resources that can help with improving school climate. However, many of these resources are between 5-10 years old, which raises some concerns about their relevance and timeliness.

On the other hand, the PBIS Center has done an excellent job of updating their resources. Even the materials that were relevant but outdated have been revised and brought up to date.

Clearer pathways of support for current grantees. High-level information on the grant was ample, but the website could use an internal portal for grantees, either with a password entry, or other space to access upcoming deadlines, guidance documents, and community forums of support.

The website is user-friendly and updated.

I have not encountered any issues with the site. Any of the updated steps/pages are identified by our grant official point of contact- [Name].

Streamline the reporting documents, ability to save/build off of previous year submissions and better access for forms and uploading of PDF documents.

The web site has worked for me.

it's all good

Update with newer resources post-pandemic



n/a

Ease of use. Have testers try to go through it that are unfamiliar to help the menu options.

Some direct assistance on implementation. Some coaching on best practices.

technical providers that would be directly assigned to guide, coach and check in on specific data collection. Feedback opportunities on APR to improve on next APR.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

none

The documents the SCTG program distributes are well organized and informative. No problems at all.

I feel the non-regulatory guidance and the email blasts are informative and timely.

n/a

I don't believe you need to improve it. The staff provide quality guidance and updated emails to keep us informed

I feel as though everything is great as is too

The email blast are good however I wish correspondence aligned better to our school calendar.

A monthly or quarterly newsletter highlighting the School Climate Transformation Grants (SCTG) efforts of other grantees would be an effective way to share information and promote best practices. The newsletter could feature success stories, updates on policy changes, and resources for improving the school climate. By sharing knowledge and feedback, grantees can collaborate on ways to improve the program's overall effectiveness.

An afterthought: The newsletter also provides an opportunity to segment the audience and customize content to address their specific needs and interests - e.g., student-facing versus educator-facing programs related to climate improvement.

Other than the biannual PowerPoint decks and group meetings, little guidance for the SCTG was provided. The current reporting cycle also altered its dates from the previous cycles, with little to no notice of when reporting would be due.

We get documents a couple times a year. If something is missed in the webinar it is difficult to get the information as there usually isn't a follow up email outlining changes.





I have no problem with the current platform. If I have any problems, I always call [NAME] or [NAME]. I used to call [NAME] prior to her taking another position.

My only complaint is the date (fractions/decimals) that we use in the hard copy documents, are not allowed on the actual grant submissions.

Streamline process for adding staff related to the project to communication systems.

I rarely receive notifications. A quarterly newsletter would be beneficial with information on what other districts are doing.

the tring documents are helpful when completing the APR

Non-regulatory guidance csn

n/a

The supportive documents are great.

None.

**Q33. Please describe how we could improve the grant reporting process.**

I find the submission process a little cumbersome when sending in my reports through G5. If there was a way to upload the document all at once versus separate components, that would be helpful. It is quite time consuming to enter the data.

Submission on G5 is slow and frustrating. I have never received feedback about a report I submitted.

The G5 system is always suboptimal -- specifically it's inability to accept pasted tables and charts from MS Word and Google Docs -- but this is not SCTG's fault.

I would love to see the ability to add to the prior year's G5 report -- instead of having to copy and paste all the prior years' information. But again, I don't think this is anything the SCTG team can help with.

The format is user-friendly for the most part.

The G5 APR Reporting site is quite cumbersome to navigate for the APR reporting....

no need to make improvements

I would like communication after the APR and IPR just to let us know that everything looks okay just for peace of mind, if possible!

Reporting is not ease. I wish we could just email the fed. officer.



The SWPBIS School Climate Surveys have been problematic in getting districts willing to administer them due to the demographic questions regarding gender identity.

The G-5 online portal could be a more user-friendly reporting system. I can readily submit reports and access resources and tools to help me meet reporting requirements. However, the system limits the amount of information you load related to the narrative, which could be improved. Narratives provide contextual information that helps funders understand the grant's impact, the challenges the grantee faces, and essential next steps. By limiting the narrative section, the G-5 online portal hinders grantees' ability to communicate their projects' outcomes fully.

Grantees can upload any additional information, but it often feels out of context and frame, making it difficult for funders to understand the full picture. This issue may live on the developmental side of the system. But it was worth noting.

It is unclear as to how the data is used by the DOE from our district work.

It is a long report. However, I understand the importance of it for checks and balances.

We are trained very well. [NAME] and [NAME] provide us with step-by-step instructions and are available for any questions.

I feel that the fall/spring meetings are very helpful in knowing exactly what we need to submit. The PowerPoint that is provided is great, and details the information needed.

Streamline documents, G5 system and eliminate redundant portions (reporting prior years data every year).

Most issues are on our end. We have a lot of turnover of staff and consistency in expectations is difficult

The data is important its the G5 that is difficult and the electronic form. I'd rather just a simple document that was easy to write on.

I believe the reporting process should be an ongoing monthly process that is an aggregate of all necessary reporting data

n/a

Feedback after APR on how to improve our information or data.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

We are an experienced grantee - so our greatest need has been networking with resources and other grantees to share best practices. The TA we have received has been limited.

I feel that the Department staff is very helpful in matters regarding the Transformation School Climate Grant.



n/a

I don't see a need to change anything.

I know this is very challenging because of schedules and obligations, but the content that the National Center provides from the experts in the field is so useful, relevant, and a huge assistance in providing support to our schools, we would love it if they could provide more webinars throughout the year. I would be happy with a monthly Zoom call to just answer questions (almost like office hours), but just something to be able to hear from the experts in the field and receive more best practices and resources throughout the year would be extremely helpful.

N/A

Although this comment doesn't specifically speak to content, structure, format, and timing, TA events should be more interactive. Interactive technical assistance allows grantees to delve deeper into program aspects and develop a comprehensive understanding. Interacting with the content and fellow grantees provides an opportunity to unpack knowledge and practice gaps, share experiences, insights, and best practices, and foster a supportive and collaborative learning environment. Also, engaging with SCTG staff helps establish stronger relationships and collaboration between grantees and the staff.

Very few opportunities were on offer this past year for support. No guidance was provided on how to access or utilize ongoing support or technical assistance.

It would be helpful if there was materials we could then deliver out to our LEA's

I always get answers when I ask questions. There has never been a case in which I was not helped.

Communicate offerings of TA, when and how do we learn about these?

I think their support was fine.

I believe the technical assistance was great. The department staff created many opportunities for cross collaboration. The only thought I could think of is more collaboration and share out about the various reporting processes used and record keeping. Also, an annual data share of progress made

n/a

Training on how to improve data gathering.

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

[NAME]

Midwest PBIS and [LOCATION]



The Florida Positive Behavioral Interventions and Support Project (FLPBIS)

Midwest PBIS Center

PBIS Center

//

[NAME]

[NAME] and MCIU

PBIS [LOCATION]

## CUSTOM QUESTIONS

**SCTG LEA - 2023 - Q62.4e. Which form of technical assistance do you find most helpful as you implement your grant project?**

All the above



## State Personnel Development Grants

### CORE QUESTIONS

#### **Q33. Please describe how we could improve the grant reporting process.**

The G5 system can be challenging to navigate. An updated system would be helpful. States who are aligning initiatives (ex: SSIP and SPDG) are required to complete two annual reports on the same activities and data. Having a shared report for both activities would greatly reduce the amount of duplicated work and reporting.

Overhaul G5. For example, update the names of the components. It's incredibly confusing.

Grant reporting process works fine.

No suggestions at this time.

The G5 tool is antiquated. There is not enough space to report the "explanation of progress" in Section A and it is redundant to have to input data manually and then upload a PDF with the information separately. Some of the section titles in the tool are confusing because they do not correspond with the document title. I know that the office is developing a "G6" system, so hopefully it will address these issues.

The g5 system is not always user friendly; however, these issues may be remedied with the new g6 system.

Hopefully G6 will allow us to upload our APR narratives with graphs, charts and tables.

Oftentimes, the early Spring timeline for the APR is difficult for reporting purposes when most of our grant activities coincide with the school year of our LEA collaborative partners. A Fall APR would provide us more time to gather and submit data, rather than requesting an update for reporting purposes in the Fall for the APR.

Directions are not always clear, specifically for the LAB and do not match up with the G5.

Thank you for asking...I really think it will be helpful to new grantees to have an up-to-date G5 manual developed specifically for the annual SPDG report. I had no problems this year, but last year, it was very clunky since I was new. I also suggest that OSEP provides a webinar showing the G5 portal and showing all the sections to be completed. Last, please increase the size of the file upload. There are so many documents associated with grant activity that SEAs may want to upload as evidence.

#### **Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**



No suggestions at this time.

The TA provided is excellent and there are so many opportunities for learning.

The technical assistance provided is constantly being adapted to meet the needs of states. I do not have any suggestions for improvement at this time.

OSEP Department staff provide a healthy balance of refining foundational practices as well as encouraging and offering support to consider different evidence-based practices or ways of arriving at solutions.

Different content for different folks, for example, some are writers, project managers, etc. and each grant is so unique that not all Director's calls are appropriate for everyone.

I have no suggestions at this time but must say how impressed I am with the variety of presenters and activities we have access to through the SIG Network (e.g., monthly meetings and sub-meetings). Topics have included fidelity, evaluation, systems-level coaching, data management, sustainability resources, effective communication; I could go on!

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

NCSI, ECTA, SISEP

NCSI

The National Center on Systemic Improvement (NCSI)

The National Center on Systemic Improvement (NCSI) - The National Center on Intensive Intervention (NCII) - The Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR)

NCSI, IDC

CEEDAR

NCSI

NCSI

SISEP

CEEDAR, PBIS, SISEP (these align with but are not directly attached to SPDG program activities)

SigNetwork



[NAME]

CEEDAR, PBIS TAC

NCSI, CEEDAR

NCSI

SPDG

AIR (also CEEDAR)

## CUSTOM QUESTIONS

**SPDG - 2023 - Q12.1. Which types of assistance were most effective in helping you improve your project's services?**

SIGnetwork newsletter, Director's webinars SPDG national meeting

Communities of Practice

SIG Network Website

SIG Newsletter

Director's webinars, SIGnetwork website

SIGnetwork newsletter, SPDG National Meeting

The webinars and the website were most effective in helping me improve services. I would have liked to have attended more communities of practice, but frequently didn't have time.

Forming a working group to specifically focus on project design, implementation and evaluation issues for federally supported projects aimed at improving outcomes for American Indian students, including students with disabilities.

Directors' Webinars

SPDG National Meetings

The most beneficial information for me is learning about other programs and their practices and the results. I also find it beneficial when "trainings" allow time for attendees to share issues, barriers, etc., with OSEP staff to get guidance and suggestions.



Directors' webinars, communities of practice, just-in-time discussions and SPDG National Meeting

The SIGnetwork is fantastic. I appreciate all of the products and services from the SIGnetwork and engaged most with the Directors' webinars, the national meetings, and the newsletters.

SPDG national meeting (networking opportunities), newsletter, webinars

SPDG National Meeting

meetings with project director, SIGnetwork website

Director's webinars, COP, website

communities of practice and SPDG National Meetings.

meetings and training opportunities networking

Directors' Webinars and SPDG National Meeting

**SPDG - 2023 - Q12.2. Which types of assistance were least helpful?**

Just in Time Discussions

exemplars and networking with other SPDGs

N/A

The SPDG national meeting...I do better with conferences that are in person. I find I can't devote the time I need to virtual conferences.

N/A

NA

None

Assistance that requires frequent meeting times such as CoP. This due to my lack of availability, not quality or usefulness.

communities of practice, many folks did not know why they were there, wrong people at the table, not much learned

**SPDG - 2023 - Q12.5. In light of the challenges (e.g., need for policy guidance) that emerged this year because of the pandemic, how effective was the TA you received from your state contact or project office?**





N/A

Somewhat helpful. I think we are all figuring it out as we go along.

Very good fit for our state needs

Very Helpful

Good.

Very helpful

Our project officers have always been very communicative and collaborative and provided necessary information about policy and requirements.

My project officer has been phenomenal. They are timely with information, answer questions in a timely manner, and very clearly read and ask relevant questions regarding our program and project activities.

Very effective and useful.

Very responsive, helpful

I am the state contact, so I am not sure how to answer this, sorry.

**SPDG - 2023 - Q12.6. Please provide any suggestions you have to improve the technical assistance you received should we be faced with future national emergencies.**

Automatic support sent to state directors with access to all TA centers.

None at this time

No suggestions at this time.

Timeliness.

None

The reach out, communication and acknowledgement we will get through this together was appreciated and valued. Do that again.

More book studies

I suggest a recurring, twice-monthly meeting.



## Strengthening Historically Black Colleges and Universities (HBCU) Program

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

I don't have any suggestions. Staff are responsive and knowledgeable and always willing to help!

I have not used it to date.

Improve user interface. Take a lesson from commercial entities/organizations. Update and standardize the look of pages (print, font, page design etc.) as some pages look like they were posted from a pdf file for book.

More information, better search functionality, more user-friendly design, more modern design

No recommendations. The website is good for my immediate needs.

Make it more user friendly. Too many clicks to find what is needed.

Make information about Strengthening Historically Black Colleges and Universities grants more accessible from the home page.

Perhaps, use a more vibrant color scheme.

Keep updated and relative information on the site.

No changes necessary.

1. Monitor more closely for content accuracy 2. Make timely updates. 3. Use simpler language.

The Department/Office of Postsecondary Education website is easy to follow and navigate.

Include more infographics and limit more text. Allow user to click and information pops up.

Improve the ease of use

Provide updated information that is abridged.

Expanded search words database to assist in finding information more easily.

search option (key words) could be enhanced

Being able to locate information instead of going through various links to get a correct answer.



The website could be improved by making it easier to locate specific information.

No additional comments

Simpler Navigation

Add more to FAQ for Title III Part B

NA

**Q33. Please describe how we could improve the grant reporting process.**

When reporting some sections take you all the way back to the top when after you save. This consumes time.

Entering information on the reporting tool is very time consuming and difficult in that the format makes the form scroll so that the place where entering the data gets "lost". It was headache inducing.

I applaud the recent improvements and upgrades over the last several years to the APR reporting tool.

The due dates for the reports should be adjusted and not all reports due within the same month.

More time needed—at least 60 days for ALL reports.

N/A

N/A

The APR tool is cumbersome. when you click 'Save' it scrolls back to the beginning of the objectives. It would be more efficient for the person inputting the data if the system would return to where you left off, after clicking 'Save'.

Improve the reporting tool to capture information relevant to the program that allows us to report impactful activities.

None

Prevent the screen from jumping back to the top of the page as we are attempting to put in data and narrative information. This causes us to lose our places and confuses what we are inputting from one activity to the next.

I recommend allowing access to update reports if unforeseen updates are needed following submission. Maybe a timeframe could be provided---similar to the HEERF reports.

Excellent so far; no further improvement needed. Everyone was helpful.



Improvements to the G5 system is essential, the portal is difficult to navigate inputting information.

The HEPIS system is very user friendly. I have viewed previous reports prior to using this system and it appeared to be much less sophisticated in its formatting and perhaps ease of use. This present reporting system simplifies the process.

The grant reporting is good and it is amazing that it is prefilled for us. The only improvement is not having so many levels to complete in one question.

Please provide an email confirmation that the report was successfully submitted.

Staff availability for questions.  
Clearer instructions on reporting.

NA

**Q46. Which of the following best describes your job role? (Other, please specify)**

Program Director

**CUSTOM QUESTIONS**

**HBCU - 2023 - Q27.5. What can Strengthening Historically Black Colleges and Universities (HBCU) do to improve communication with you?**

To be more knowledgeable about the regulations and more amenable to working with the institution to find an allowable solution.

First, get to know my institutions profile so that time and effort is not put towards perceived challenges that don't apply to my institution. Create some kind of routine contact, if only annually, instead of just an introductory email when a new institution is assigned to you.

None

Answer emails in a timelier manner.

N/A

I am generally satisfied with the communication I receive from our program specialist.

Stop allowing automated messages for information specific to institutions.

Communications is excellent.



1. Read submitted reports timely and provide ready feedback.
2. Look carefully at individual awards per university and speak to concerns specifically, not globally.
3. Squash the rampant belief espoused by too many university Presidents that "Title III is the President's money" and "Title III directors have little to no say so on how the funds must be used". For too many years a top level Dept. of Ed. official used this exact rhetoric when speaking with HBCUs presidents, which make Title III Director's efforts to keep the university grant compliant a pure nightmare.

[NAME] are very responsive and communicates well with the Colleges.

My assigned program officer keeps in touch and questions the large balances in the G5 and insists on receiving a notice on the spenddown plan.

Good and bad news, the program officer stays in touch.

N/A

I have noticed a marked improvement since [NAME] joined the unit. She has been true to her word about being timely and consistent.

Keep us informed from at least two sources.

Provide more timely responses to helpdesk inquiries.

Answer phone calls or return calls.

Respond to emails.

Contact us to share information or ask if we have any questions/concerns.

A newsletter with helpful information at certain times of the year (Phase I, Phase II, Annual Report tips, suggestions, reminders, etc.)

NA

**HBCU - 2023 - Q27.6e. What is your preferred way to communicate regularly with your program specialist?**

Quarterly meetings

Email and phone communication



**HBCU - 2023 - Q27.7. How would you advise on improving the overall process and protocols associated with this grant competition?**

N/A

Does not apply (competition)

N/A

Give a thorough review of how to incorporate everything the Department wants within the page limit that is given when a new competition cycle comes.

I would like to see more time allocated to completing the HBCU grant proposals because they tend to cover more institutional activities than the FUTURE Act grant. The HBCU deadline is usually first.

It's not a competition. All Program Officers should hold grantees accountable the same...depending on who your Program Officer is dictates your support, approvals, and assistance.

None

See last narrative response.

N/A

N/A as our Title III is an entitlement and formula-driven.

I believe as long as timely and consistent communication and transparency is at the core, it will be appreciated.

There has been much improvement in the overall process within the last year. I appreciate all of the efforts of the Department of Education Team.

No additional comments at this time.

No suggestions at this time.

NA



## Strengthening Institutions Program

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

Spell out acronyms more, don't assume knowledge

It looks dated and very web 2.0. Consider a more interactive and responsive EU interface.

Information is hard to search for, find, and interpret. Many people at the colleges overseeing SIP grants aren't familiar with DoED insider speak or legal jargon and it would be good to have things written for a layman to understand. There are many technical points of what's possible or allowed that I've had to rely on an outside consultant for and can't get answered by either the website or staff.

Finding when next rounds of grant funding are expected to occur and access to the last used instruction booklet would be helpful in getting prepared.

There could be more streamlined access to information on the website. The multitude of links can be a bit difficult to navigate at times resulting in a delay in accessing the intended information.

The website is fine, although it could be more intuitive rather than large blocks of text. I would love to see examples from other grants on how they accomplish their initiatives, so it would be cool if there was a grantee portal or something if you didn't want that information on to be public.

The website is sterile and cumbersome. Its appearance is that of a government website - large and hard to grasp the enormity of it. I would suggest to take a minimalist approach, especially on the initial pages.

no comment

N/A

I have not used the website

1. A much easier to navigate keyword search system.
2. A better use of technical writing principles to guide readers/users: offer info-rich headers, use of inline headers, hyperlink key terms.
3. A user-friendly glossary of technical terms. (Jargon is rather dense.)

It could be made more up to date. I sometimes don't see anything updated for months after.

More up-to-date, relevant material specific to SIP grants would be wonderful. The website is useable, but could do with an update.

Improving the website is difficult due to the enormity of it, so I have no answers at this point.



Haven't been there - but the HEP IS where I submitted the interim report - had some difficulty with the reporting since we are just in our first six months, some of the drop-down response boxes were not appropriate but I was forced to choose something

resources related to SIP were more difficult to find - the webinar helped get us to the right place.

Having more content that translate the legal style reference material. For example, more general reference for allowable expenses and even some examples. It can be difficult to parse the DoE standards. And this was even apparent when DoE personnel had a challenge answering some question on a training call.

Can a link exist inside the site that directly refers to uniform grant guidelines and EDGAR statutes? If this variable does exist, I missed it and apologize for my misinformed inquiry.

I found it easy to use when I had a link directly to what I needed. When I just go to the website, it seems mostly student facing as opposed to for institutional grant recipients. If there was another category at the top of the page for institutions that might be helpful.

Have information for grant recipients including information on expectations, requirements, reporting, etc. Including instructions for how to communicate with program officers and what is within the scope of their purview etc. Right now, everything has to be figured out by each grant recipient.

The site could use a FAQs section. It is very burdened with legalese and it is difficult to find succinct answers to questions regarding regulations. I am grateful for my undergraduate course in Constitutional Law and my experience working in a law firm which has assisted me in navigating the site. It needs to be more user friendly.

Offer more trainings and workshops

Have FAQs. Have exemplars of reports and manuals.

More explicit rules and guides. I didn't go to law school and don't read like a lawyer.

The design is just a bit old, and sometimes it is a bit hard to find simple things at first. Such as when is the next competition. But overall it is fine.

Include a comprehensive FAQ or commonly asked questions and examples of situations and the correct way ensure compliance.

I have not used the OPE website.

Perhaps more timely updates regarding things like deadlines for grant APRs, changes to upcoming grant competitions, etc. Really, though, I've usually been able to find what I need, and when I can't, my PO and the SIP staff have been great to help me.

I do not have any suggestions at this time.

Anticipate the needs of grantees with FAQ responses.





ongoing trainings for specific funding programs.

It would be helpful to identify when tentative dates for proposals would take place. Also, information from the last round of proposals stays on the site until the next round of proposals. It would be helpful to post other types of information, i.e. successes, strategies, etc.

No suggestions.

Remove dead links, revise out-of-date information, make regulations easier to locate and interrupt, create templates for required forms (i.e. time and effort reporting forms, Title III Policy and Procedure Handbook), direct links to all training materials/webinars for new project directors

The website has been very beneficial.

Nothing noted at this time.

Possibly expand the FAQ selections.

Challenges are more related to not knowing what we don't know...

No suggestions.

I honestly like the way it is set up, and how I can easily access what I need.

n/a

Mostly in communication. Some responses have been slow. While I think there is a real desire to help, there has been some issues with knowledge and either changing instructions or not understanding the instructions.

**Q33. Please describe how we could improve the grant reporting process.**

Streamline the APR. Some of the questions seem repetitive. The webinar was helpful, but specific examples on how to complete the APR would be helpful.

The web interface is one of the worst I've encountered. You have to include your update as part of the title of the objectives and process measures rather than having a space to do so. These narrative inserts copy forward each year, requiring careful editing. The Activity/Objective/Process Measures structure doesn't match how we had to frame the project in the application, so reporting requires shoehorning things in where you can. The severe character limitations make omissions necessary.



For some sections, it is unclear what the report is asking for, especially for institutions in year 1 of their grant. For example, the section on institutionalization of the grant program is confusing for an institution that is only in year 1. There were also some pages that were asking for data for certain years but I wasn't sure if that was going by academic year or reporting year and whether or not that year was the cohort year or if I needed to go back two year or 4 years to get to the cohort year.

Some of the questions are confusing. For example, in the SIP Project Directors sessions held this year, they explained that we should all be responding to evidence standards (question #6) and yet I answered no to that in the first 2 reports. It's not until you answer yes that you get the dropdown box showing options for which evidence standards were required. I did use a logic model in my proposal. So I realized that the logic model is the evidence standard I was using. Again, I answered it incorrectly in the first two APRs because I didn't know what the question meant.

The only area of opportunity in the APR is there should be a slight increase in the characters to be utilized in the fields provided. While I understand that the goal is for our reporting to be concise; there are areas in which I have to condense so much that I do not feel I can thoroughly convey the progress of the initiatives our project has implemented.

Maybe a little bit less with the huge amounts of budget reporting and initiative reporting-it was a condition of my grant that we would be evaluated externally, so i feel like if i spend a year compiling that information for evaluators, a lot of that should be fairly sufficient for an annual report, particularly if they are qualified.

Possibly, a short document that summarizes each reporting requirement.

N/A

Better format to add the statistical data

My comment pertains to the APR report's format regarding the objectives and performance indicators. The format needs to be reviewed and changed. Seek input from the grantee's for input.

1. The technical issues support related to getting help are in much need of improvement. No one ever responded to my requests for assistance. No one!
2. The ways info must be added in to the digital space is not easy to follow. Things get grayed out without knowing why or what to do about it.
3. LLAs need much more explanation and an example or two for how to complete this section would be really helpful.

I LOVED having a professional development online conference. I would love one every year so we can ask our questions and hear directly from our program officers.

Grant reporting had a few data entry bugs, particularly when working with ongoing projects or qualitative data. Some thought may need to be given to those types of data entry when moving forward.

The training this year was very helpful. The budgeting requirements/ reporting are still very confusing. A specific training on those sections would be extremely helpful.

Having an in-person conference/workshop (not just for an hour) on filling out the grant, and having one-on-ones with the program director at the DOE would prove very beneficial to grant recipients. There is a



lot of missed opportunities and understanding about how the program works. Meeting the the DOE rep one-on-one would help recipients to receive better understanding. Examples would also help.

Oops - I wrote this in the other box but will put it here as well -- since I was submitting the interim report for my first six months, I did not have data to report, but the form required me to choose an option from the drop-down boxes. those were not appropriate, but I was forced to choose.

There were quite a few questions during a training session about how the pandemic is factored into the reporting. I know the tl was very concerned because it was a huge factor that was not accounted for when planning for the grant. Having a more direct answer to those questions would be great. We still want to do our very best but are concerned of falling short.

No response

This has less to do with you and more to do with the KPIs as they were written in the grant application. I wasn't on the project when we first applied for the grant. It's been difficult to quantify some of the things that were written into our application.

The workshop before the APR was due was super helpful! Thank you for that.

Have trainings earlier in the year instead of right before the grant is due. Give examples of how to structure APR responses and what is expected. Provide proactive guidance on what to do if changes are needed to what was proposed in the application. This all should be available from when the grant is awarded.

I have no understanding of how the DOE uses the data. I can make an educated guess.

I was not involved in the application process. I am the second Project Director for our Grant.

Additional training and workshops to outline what is desired for new recipients

Need much more detailed instruction on what is expected in certain sections of the report. For example, when the language from our grant is different from the language in the report, it's not clear what to report. Also, the report from does not have different spots to input yearly goals and overall grant goals for each strategy/activity. Also we were not well prepared to complete the sections on institutionalization. It would be a good idea for that to have more scaffolding. Like, when the grant is being written, have anticipated institutionalization. Then ask in the APR for any evolution in thinking around institutionalization.

Program officers didn't even have answers when I asked questions about how I should report something. In fact, the PO asked for others on the call from other institutions to do their best to answer my question. No one was really sure on how to report it and I was left to guess what to do.

It would be helpful for there to be more clarity around terms, such as objectives, performance measures, etc. The website itself, when you have a ton of measures, it could go a bit better. When you hit save, it pops you back up to the top, so then you have to scroll all the way down. It also doesn't allow you to put multiple dates for assessment. Other than this portion, the report is very easy to understand and submit.

More workshops right as the APR is posted.



We had some confusion about how to respond to some questions, but our project officer provided excellent feedback. Maybe providing examples of properly completed reports as a resource would be helpful.

When the reporting system updates, please update the guiding documentation as well as more specifics of resources and requirements for each section. Providing a downloadable template of exactly how we will report in the system would be incredibly helpful - the one on the site is outdated.

More short webinars that show specific examples of how to complete each of the sections.

Training/webinar/youtube series on how to complete.

Regarding the 6 month report, I am not sure it is necessary to use the measures after each performance measure. I believe it is better to do it in a narrative form.

Less redundancy.

Schedule training webinars more frequently and more in advance of the reporting deadline, advertise opening/closing dates of the APR sooner, allow more time to complete the report

The grant reporting process was very easy to follow.

Nothing noted, the reporting process is clear and straightforward.

I feel the DOE does an excellent job with the reporting process.

For first time submitters, having a few examples of what is being requested would help.

No issues

I like how it is currently set up right now.

n/a

I was not involved in applying for the grant, so I could not answer those questions.

As for the grant reporting process, there was some confusion about the goals. I took them from the grant, and then was told them to change them to the goals my officer had in their notes. They were similar, with minor wording changes.

**Q46. Which of the following best describes your job role? (Other, please specify)**

Grant Program Manager

Center for Teaching and Learning Director



PI for the grant/VPAA for the college

Institution's Project Director

Provost

PI

## CUSTOM QUESTIONS

### **SIP - 2023 - Q15.5. What can the Strengthening Institutions Program do to improve communication with you?**

New Directors' Training would be very helpful

Actually answer emails. The excuse of constantly hearing- "My laptop broke for a week I am behind" when that would never be acceptable for a school to say, or for me to say to a supervisor shocks me that it has happened multiple times over the last 3.5 years of our grant.

I would like to hear from my program specialist more often and I would like to receive replies to my questions in a more timely manner. Even when I do receive a reply, they are frequently one sentence with very little information. I also wish that my program specialist organized collaborative sessions with other program directors so we can all hear and learn from one another. At the Project Director's webinar, there was a program specialist that mentioned doing virtual "coffee" sessions with their project directors as a group so that they could all collaborate. I love this idea but my program specialist does not currently do this.

I realize COVID put a halt to so many things, but I really missed having a Project Directors meeting, at least virtually, or at least a webpage or ListServ - something - to help new directors navigate the process. Again, though, I understand that the coronavirus had everyone scrambling, and the DOE was busy disbursing HEERF money. Maybe this is something to know in the future - that new project directors need a place for them to connect.

The communication has been stellar and is one of the strengths of this program. There are no significant areas of improvement needed as it pertains to the communication habits of the strengthening institutions program.

I do not need more communication, in fact, I could do with less communication with my program officer. In comparison to my past program officers (I have had about 3 so far in the past five years) this newest one insists on additional reporting assignments, which is really difficult to complete and I feel like are busy work.

Send out regular updates noting future reporting dates and requirements. I'd like to be able to plan for when the reporting system will open and close. Currently is a mystery when the report are to be completed.



1. Send out monthly newsletter to share updates, tips, suggestions.
2. Run monthly open sessions to allow grantees a guaranteed time to speak with their Program Officer.
3. Offer a scheduled meeting once every 3 months for Project Directors to check in with their Program Officer.

I like the newsletters. I would also appreciate notification from the program officer on when the APR will launch and deadlines in advance.

Newsletters, monthly virtual meetings for recipients to get together to discuss their strengths and weaknesses.

I am just getting started - a lot of this on this survey is "NA" because I just haven't gotten into the groove yet. I am sure this will improve over the coming year.

Clearer more consistent communication.

No response

I'm happy with the communication I receive.

Regular communications like a standard monthly newsletter would be very helpful. It felt like the program really struggled during Covid and communications about what was happening with conferences, expectations, reporting etc would have been very helpful. Recorded trainings that could be accessed at anytime would also be helpful on how to ask for changes, complete APRs, make budget requests, etc as staff turnover and new grants being added every year on the recipients end mean that knowledge needs to always be available. Also, program officers seem overwhelmed and are challenged in communications because they have too many responsibilities. They are very nice and helpful but do not seem to have enough time to be very responsive.

A webinar on the APR annually in December or January would assist in covering any new features of the report or reporting apparatus and to clarify intent of the sections so that we can properly answer the reporting questions.

Set up an appointment schedule so we can book (such as bookings or youcanbook.me).

Create a google-style form for requesting changes in objectives, budget or staffing, rather than a complex spreadsheet.

Respond to emails, actually supply information that you say you will, the "workshops" have been a massive waste of time with very little time for actual useful interaction.

Honestly, I think the pandemic played a huge role in this. I, unfortunately, spent the bulk of the grant during the pandemic, so I did not get a project director's conference or anything like that. My program officer gives excellent direction, she is a bit overworked I think, but will always respond with a reminder. We have also recently started doing monthly meetings which is a game changer. So, I think this is already improving.



I think an early teleconference or video conference with our PO may have been helpful for my team (during Yr 1 of the grant). Once we were rolling, though, things have been good.

I have no suggestions at this time.

Make sure communication is clear to those people who has less experience working with the federal government.

I have only been the Project Director for a little over six months, so I would have a better idea in making recommendations once I have been in this position for a year. At this point, the communication is fine.

No suggestions.

I am very pleased with the communication shared between myself and the project officer.

My Program Officer has been a great communicator.

Nothing noted at this time. Communication has not been an issue.

Nothing; my rep, [NAME], returned all correspondence immediately.

Enjoying the new monthly "chat" sessions.

No issues to report. Excellent communication.

I think the communications are good.

n/a

Answer emails in a timely manner. Sometimes answered after deadlines. Be clear in all communication. A few times it was unclear, or a vital part was left out of the communication.

**SIP - 2023 - Q15.6e. What is your preferred way to communicate regularly with your program specialist?**

Zoom

Any of these, plus a yearly or twice yearly personal appointment.

Telephone, Teams Chat, or email are all good

**SIP - 2023 - Q15.7. How would you advise on improving the overall process and protocols associated with this grant competition?**



I would ask the department to consider allowing the grant to be more sustainable, and people to not need to wait a year to apply again, and not need to apply with another "new" initiative but since our colleges are all underfunded, allowing for funding for ongoing regular programs.

I think the grant competition process is streamlined already. It is difficult for institutions who first have to apply for a waiver of eligibility in terms of due dates. Institutions have to prepare a SIP application before they know if their waiver was approved because to wait would not allow enough time to prepare a thorough SIP application.

The process and protocols of this competition are working great. I hope to see continued communication and notifications regarding the changes within the competition to allow us as grantees to adjust our projects accordingly.

The questions for the extra point tiebreakers- the year we applied, the tie breaker was "the library budget." As a librarian, it was a little bit sad to know that the reason to get the grant was that another college had funded its library worse than us (we were funded in an off year). If there are certain tie breaker questions that address budget, it might be nice to add a requirement or suggestion that some of the money go towards that department.

Unsure.

Monthly newsletter or communication to all project directors

N/A

The grant eligibility application is confusing. This needs to be clarified for those of us who are not "grant specialist", " but are charged with maintaining and managing this particular grant.

NA

na

More support for applicants during the submission process.

If possible, the two year waiting period prior to writing another SIP Application, should be shortened.

Again, I wasn't in on the grant application, so I don't have much insight on that part. I've been happy with the process since I've been involved.

Improved timing between the announcement of the opportunity and submission deadline

I was not involved in that process and cannot comment on what could be done to improve the process.

N/A

Provide more explicit responses when requests are made. Better clarify what funds can/cannot be used for. Give explicit examples





I was not employed at my institution during the competition period, so I am not sure. We did get funded outside of the competition period with excess funds, so for us that worked out great.

I can't think of anything--the competition itself is as transparent and clear as possible.

I have no suggestions at this time.

I'd like to see more directors meetings via zoom like we had this spring 2023. Connecting with other grantees and sharing best practices would be extremely helpful on a regular basis.

More time between solicitation release time and the deadline for proposal would be helpful.

As I mentioned earlier, it would be good to give a general time when the grant competition would be posted, i.e., summer, fall, etc. It would also be good to give an additional two weeks for submission.

Unable to answer

N/A

I was not part of the team that submitted the grant, so I do not have a reference to the processes or protocols associated with the grant competition.

N/A

No suggestions

I like the way it is right now.

n/a

Not sure I can answer this. I was not really involved in the process of the competition.



## Student Support and Academic Enrichment

### CORE QUESTIONS

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

n/a

The non-regulatory guidance document is thorough in describing the programs and activities that are allowable and/or recommended. It could be more effective if it was expanded to include expectations for evaluation of these activities. Or, perhaps an additional guidance document that was more operational in nature than programmatic.

Also, the Equitable Services guidance document has been in draft for over a year. It would be great if that document was finalized so we know that what in there will remain there, or if any changes are going to happen, we should know them sooner, rather than later.

N/A

I think it is important to maintain a balance between flexibility and spelling everything out. That being said, I do think there could be a bit more clearly written guidance around some of the frequently asked types of questions in the T4PA portal and sessions. Some topics include allowability of expenses, equitable services, etc.

NA

Sometimes we really needs a specific answer and the answers tend to be vague.

sometimes my FPO doesn't respond to my emails at all. when answers come months later, they are not useful. it is difficult to find what you are looking for when the OGC portal responses are not searchable.

In the last year I have seen tremendous improvements in efficiency and communication. Just continue on this trajectory.

This is difficult to answer since the law is so comprehensive, and no guidance will ever completely address all needs. I have been satisfied with the quality of ED's guidance documents.

Regarding emails, however, the quality, frequency, and relevance of the T4PA emails could significantly improve. Often, I receive the same email several times and are not tailored to experienced SSAE coordinators.

We could benefit by the non-regulatory Guidance for Title IV-A being updated to reflect SEA inquiries and clarifications on program requirements.

We receive the technical assistance we need from [NAME] and any supporting documents [NAME] provides.



No improvement ideas for now.

When available, the guidance provided is very helpful. The greatest area for improvement in this area would be the timeliness of guidance documents.

Release updated non-regulatory guidance.

N/A

Timeliness of documents related to program implementation

n/a

With some grants, specifically the Stronger Connections Grant, the non-regulatory guidance was not finalized before the funds were released to the states. Many states were asking questions about the grant and the grant process without having a finalized guidance document to follow.

Non-regulatory guidance could be updated to include clarifications since the inception of the program.

Non-reg guidance could probably stand to be updated.

Responses to questions are not received in a timely way. We have been waiting for over 2 years for a response to a question from a district about whether an expenditure would be allowable. We would like an updated FAQ reflecting questions that have been answered verbally during State Coordinator meetings with OGC.

CSPR Data guidance received was confusing and switched after the reporting period. It felt like the goal post was moved.

na

T4P4 is great, but sometimes it's almost overwhelming to try to find something because there is so much. But, I guess that is better than not enough.

Nothing for now

No areas come to mind at this time

The documents provided to the SEA have been all very helpful when interpreting the program.

Title I provides a weekly newsletter that often has great Title IV information in it. It would be beneficial if Title IV would have something similar.

No comment.



**Q33. Please describe how we could improve the grant reporting process.**

More clarity provided to explain the how/why

The CSPR reports want grant spending in a single year, but it overlaps grants. I don't see how that would be useful information. What might work better is reporting spending on individual open grants in years 1 and 2. It doesn't give an indication of how much of the current grant is spent, just the amount in all grants.

N/A

For me, one frustration is all of the requirements of the grant, when the main data that USEd collects is the % of spending in each Title IV-A area. Not that I want to collect a lot more data, but it just feels like the program is reduced to those four percentages. Even with that, the data is somewhat difficult to collect.

NA

CSPR specifically is so hard to submit. I am not the owner of the report in my agency and have to send my information to another person to input. More than once the numbers are not accurately entered and we've needed to revise. I have the data but it's also asked in a way that makes it confusing, almost opposite of how you think of it. It would also be nice to have an indicator flag the response if it's outside the threshold so we can double check the work. Each time we've had to revise, we weren't actually outside any threshold, it was just an data entry error. If there was any indicator that would help that issue (e.g., make it turn red).

Nothing here

Better outline the expectations for the annual report (i.e., LEAs reporting on their progress towards meeting their established goals).

Allow blanks to be counted as zeros for numbers of transfers.

No improvement ideas for now.

[NAME] does an excellent job with the training as it relates to the grant reporting process.

The resources for submitting CSPR data are very helpful. Our state would like to learn more about what happens with the CSPR data that is collected and how it can inform programming.

N/A

More streamlined approach with public reporting such as a template so that all states are reporting in a similar manner

n/a



I think the technical assistance offered prior to the reporting window opening could offer more clarity on how to report the data.

Provide more FAQs, guidelines, or information on data submission. It would also be helpful to know what ED does with the data - we feel our awareness of this is limited.

Communicate with transparency and clarity. Sometimes things shift and no explanation is given.

We are collaborating on annual reporting.

Some of data is difficult to compile, especially when there are multiple funding years. That could have been clearer in 21-22

No suggestions for now

No areas come to mind

Providing feedback to the SEA.

Increased training in simple terms. I am so new that I do not fully understand the reporting process.

A one-page document or info graph of the reporting requirements would be helpful. Examples of what the state public reporting should/could look like.

Reporting could be better aligned to the way the LEAs experience and use the grant.

No comment

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

n/a

It could be more deliberate and targeted for specific purposes.

N/A

In my experience so far, we haven't really gotten into deep dives on any particular support from staff. A lot of the "how-tos" are often answered by our peers. I feel like all of our sessions are helpful in a way, but kind of scattered and often surface level.

NA

Perhaps a little better notice to events, they aren't always up-to-date on the T4PA website and some of us need a lot of notice in order to attend things. If we miss an office hours we miss announcements. Even



just a monthly email with "save the date" would be helpful. I realize I can find the slides and recordings but when they aren't loaded right away we sometimes forget or don't have time to watch the recording. A simple email with ONLY save the date info would be helpful (not lost in other important information). I do very much appreciate the calendar invites. Those are extremely helpful in ensuring they are saved on my calendar, just please try to get them out as soon as possible.

Love the cross-over between of the federal offices to enhance program. Nothing further at this time.

better response time on allowable cost questions.

More relevant content. Right now, it feels very targeted toward coordinators without experience.

It's fine.

No improvement ideas for now.

N/A

In-person meetings/conferences/trainings

I really can't think of anything that can improve the system already in place. We are afforded many opportunities to connect and collaborate and our FPO's are always available if needed. I think that now COVID has subsided, we should think about having our annual meeting held in person. It is really beneficial to actually collaborate in person and build those state to state relationships.

Update the non-regulatory guidance and FAQ documents and provide TA on the updates. Most of the TA mentioned on the prior screen is provided by the T4PA Center, which is why we put NA for those items. The T4PA Center does a good job of facilitating peer-to-peer opportunities, grants management, etc.

We rely on the T4PA Center for the majority of our TA, not Department staff.

na

Nothing for now

No areas come to mind

Our SEA truly appreciates the technical assistance provided to all.

The products are always FANTASTIC! It is just the timeliness of the questions being answered that creates the greatest frustration. When schools ask us about allowability when writing for their activities in their consolidated application, and we move that question along for guidance, it often takes months for a response. This leaves schools in limbo because they can't afford to implement something that might not be approvable. This adds to the reasons (small allocations, restriction of %) schools are frustrated with Title IV.

No comment



**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

T4PA

T4PA Center

t4pa center

Comprehensive Centers, Regional Laboratories - Youth for Youth: Online Professional Learning and Technical Assistance for 21st Century Community Learning Centers

T4PA

T4PA Center

[NAME]

T4PA center

T4PA Center

T4PA Center

[NAME]

T4PA; Neglected and Delinquent

T4PA Center

Monitoring TA

[NAME]

T4PA Center

T4PA

T4PA Center

T4PA Center

T4PA Center



T4PA Center

T4P4 center

T4PA Center

Title I, Part A staff

NDTAC

Office hours to connect and collaborate, and webinars pertaining to Stronger Connections Grant

T4PA

T4PA, Neglected/Delinquent

T4PA Center

**Q46. Which of the following best describes your job role? (Other, please specify)**

Director of Oversight of Titles Programs

state lead alternate

Financial Manager

Project Manager

State Coordinator Alternate

IVA Program Manager

State Department

**CUSTOM QUESTIONS**

**SSAE - 2023 - Q41.3. How can we improve our T4PA Center WEBSITE, including links, to help you identify program resources and meet your technical assistance needs?**

n/a





It's cumbersome and there are too many clicks to find things. The two factor authentication is a pain in the neck, and the time-out feature is really annoying. It's not organized as a site you can "work in", but one to visit to find things. But often, there isn't anything really useful in there. The Center attempts to use the Boards to continue discussion and conversation, but it's not a realistic expectation. All the coordinators are very busy with other things, and every state has different requirements, so sharing isn't easily done. Since it's not necessarily a "go to everyday" place, when you do post a question, it often goes unanswered, or sits for a long time before someone will respond. That doesn't make posting questions very useful. It needs to be simplified and organized in a more pleasing way. The Center seems to hold information almost in a "need to know" capacity. They need to be more open and free form about their interactions with everyone. They can be condescending at times, not because they mean it, but because they follow such rigid procedures and don't adapt to the situation at hand fast enough.

N/A

It could probably be better organized. There is a lot of information, but some of it is not intuitive. It's like a file cabinet that you have to rummage through to find what you're looking for or stumble upon something useful.

The searchable statute is very useful.

NA

Keep the calendar updated. I still have to play around to navigate but I'm sure that's user error... but better menu or launch screen may help with navigation.

make the OGC responses in the portal searchable by key word or topic

No improvements at this time

It would be helpful if all allowable costs questions were summarized in 1 document.

I do not believe the website requires improvements

No improvement suggestions for now.

The website is super helpful. The search function can be challenging.

Make it easier to log into the portal. Make the information within the portal available to the public.

N/A

Make the website and navigation more user friendly

n/a

I feel the site is quite thorough and comprehensive and designed in a very user friendly way. The site is also set up to allow users to collaborate with state peers to help resolve issues or answer questions.



Sometimes I think the navigation is not very intuitive.

We primarily use the portal, not the website.

na

Its a bit overwhelming because of volume, but it is still really useful.

Nothing for now

No areas come to mind

I would love more allowable uses and other Q and A on the bulletin boards. That is where I find myself most often on the site trying to find support to respond to specific, and sometimes unusual, requests or unique circumstances raised by LEAs.

No comment

**SSAE - 2023 - Q41.6. How can we improve our T4PA Center PORTAL to help you identify program resources and meet your technical assistance needs?**

n/a

I think my last comment was about the portal as well. it's cumbersome and not very useful. Things sit for a long time, and it's not updated.

N/A

Similar to the public site, it could probably be better organized to quickly highlight and find important types of documents and be a little more visually appealing.

NA

Just a little clearer navigation

make the OGC responses in the portal searchable

No improvements at this time

Less emails. Again, while the intent is good, the frequency and quality of the communications needs improvement

Faster responses to questions.

No improvement suggestions for now.



The portal would be so much better and easier to use if it were easier to access. It's difficult to determine its usefulness if you can't readily access it.

N/A

n/a

I feel the portal is quite thorough and comprehensive and designed in a very user friendly way. The site is also set up to allow users to collaborate with state peers to help resolve issues or answer questions.

It would be helpful if T4PA Center was more responsive to questions posed in the portal. Sometimes we have found that there are no responses, or responses take a long time.

More TA is needed for using an authenticator to get into the site. Our agency uses the Microsoft Authenticator and it would be helpful to have this as an option since we have had some challenges with the Google Authenticator. As a result, one of our veteran team members has still not been able to successfully log into the site since this transition occurred and relies on other team members to access the site, which is not ideal.

na

Nothing for now

No areas come to mind

No comment

**SSAE - 2023 - Q41.7e. Which form of technical assistance do you find most helpful in the completion of your grant?**

All of it for different purposes

combination of the above

the first three choices

**SSAE - 2023 - Q41.8j. What specific type of technical assistance content would be most useful to you in the successful completion of your grant(s)? Please select up to 3 options from the list below:**

allowable uses of funds

allowable/unallowable guidance

Effective Strategies for Ensuring Subrecipient Accountability



## Student Support Services

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

I don't reference the website

Improvement of user interface. An interactive space for current projects' staff to access materials. A user friendly format for legislation and regulations. Maintaining updates regarding APR.

N/A

The Regs & Leg session allowing the ability to search content efficiently with keyword searches or the actual codes to navigate quicker since there are so many.

Add program updates on a regular basis.

Present less information on each page that is presented. For example, for people with ADD it is a challenge to find information.

The website is user friendly.

Keep it updated, especially regarding important release and submit dates.

The layout could be user friendly.

Could be more clearly laid out, more user friendly.

Sometimes the wording or description of an area is not entirely clear.

Continue to develop any technical issues that could possibly arise so that access to information.

Update the research area including current research related to the program.

Much of the content is out of date. Training Schedules are out of date, the Low Income chart gets posted well past the date they say it should be applied, etc. It would be helpful if some guidance could be updated, even if nothing changed. For instance, some of the Grant Aid guidance is almost 20 years old and Business Offices want something that is dated more recently as confirmation of processes.

It doesn't always have up-to-date information, it has gotten better though. It is clunky and not always easy to navigate. Sometimes I just hope that what I am clicking is what I am looking for.

I have always had good luck with the website.



Provide updated and current information. Perhaps include dates on when the information has been updated.

I think the website is set up for brains that privilege legal-ease. This isn't the majority of folks that are working on the front lines of their SSS programs.

Often times the information listed is extremely out of date. The priority training schedule is often out of date and I have to rely on other sources for the information. This is also true for the poverty guideline table which we need to use to verify low income eligibility.

It seems fine.

Sometimes, information is outdated or refers to prior years. The look and feel could be updated.

Have information updated more regularly and in a timely manner. Things like the updated low-income levels sometimes comes out on the website 2 months after the rates have changed.

I know that during the delay in the submission of the APR, I could not find any information regarding the delay. Up to date information would be helpful.

Making it easier to navigate. More user friendly.

Additional information on interpretation of regulations

Honestly, the site needs a complete overhaul. As a newer director, the information is jumbled and could be organized better. This would assist folks like me when looking for specific items. This could be accomplished with focus groups.

Grouping of programs and information to specific programs revisited to be more user friendly.

N/A

update information more consistently.

Provide current information and an archive of past resources.

Include a link on the pages to the most updated TRiO professional development trainings and opportunities.

Better way to find the regulations and laws that pertain to my specific questions.

It is fine, just bland. =)

Up to date information

simplify pages. There are a lot of links and areas to look at each page and it jumbles it up.



The department could improve the website by making it more user friendly.

I think the Department/Office of Postsecondary Education website could be more user-friendly and include more appealing colors and images.

It looks fine to me. I'm not a web designer.

Create a dedicated section or page specifically for new grant-funded employees (most importantly, Project Directors). This section should include essential information, such as an orientation guide, program policies and procedures, and an overview of the employee's role and responsibilities. Provide clear instructions who to contact for training since this information changes every two years.

Compile a comprehensive FAQ section that addresses common inquiries from new grant-funded employees. Ensure that the FAQs are regularly updated to reflect any changes or new developments. For example, some important notices that have gone out regarding COVID flexibilities, etc. could have been put on the website for central access. Considering that there is turnover in these positions, these important communications may not be passed along with context.

The search feature never helps me find what I am looking for when I need it. As a director I need specific parts of a larger policy. For example, I would like be able to search for the policy that states what percentage of effort a director can be at. I would like to quickly be able to find what services are required. I know the answer to these but be able to cite the policies is helpful in many examples.

Have up to date information

A page specific to SSS such as Resources, Articles, National Data on Retention and Graduation Rates vs TRIO Programs Retention and Graduation Rates, Organizational Chart of the Department/Office of Postsecondary Education, Newsletter, New Director's Page to name a few.

Update resources more regularly.

Add appropriate search terms in the search feature to make it more accurate for finding relevant information. Keep the site up to date. Archive out of date information.

Being up-to date on all things. I know this is an SSS survey but there has rarely been up to date information about PR 1-6 trainings available to staff. And information about APRs can be late in coming to the website.

Please consider a website that is styled more modernly such as longer scrolling pages and better search engines powering the site would be helpful to improve the functionality and look/feel of the website.

I find the Department website useful for the information that I need to effectively manage the grant.

it is very difficult to find certain pieces of information

I have no issues with the present website.



I rated the website the way I did because of the fact that I don't need to use it very often. I use it about once or twice a year to get the low-income guide lines. If I need to research regs and regs I use ecfr.gov.

Ensure that it is updated with the latest information. Often, when accessing the Dept Website, it does not reflect the most current information.

It kind of looks like a high schooler designed it. It's very basic, which has its benefits (ease), but it's also just text only.

Have DE program officers provide consistent information in real-time in plain English.

The site could be more user friendly by having additional Quicklinks on the site that are specifically tied to our specific grants.

I'm not sure. There is a significant amount of information on the site, and the amount of text without more visual separation is not user friendly.

Have updated FAQ. Have links to hot topics. Post things in digestible fashion.

Great job, thus far.

Ensuring that the content on the website is up to date and applicable to the respective programs.

Link to regulations. Make The TRIO section specific to TRIO topics with references to other sites.

**Q33. Please describe how we could improve the grant reporting process.**

It's unclear how PE points are assigned.

Better communication. Avoiding last minute changes, such as implementation of interim performance reports for a current as programs are preparing performance reports for a previous period.

N/A

Considering the time they are required that benefit the department deadline but consider all the submitters are experience during the time of release. Extending grace as needed to those programs that do a phenomenal job with there programs

This being the first year with the new reporting site there were some formatting issues (printing the signature page and correct format of excel files) which were challenges. Hopefully the issues have been resolved and the process will be less stressful next year.

Please fix all issues before you give a deadline or extend the deadline till you all have the issues fixed.



Regarding students with disabilities, the report format does not allow for the inclusion of specialized support services that students require, such as reasonable accommodation, assistive technology, among others.

Utilize technologies to autopopulate portions of the APR that should be known to the department already through out instituional profile.

N/A

N/A

Every year, it is time-consuming to have to add the slashes in the fields with dates. It would be easier to leave that requirement off. As an example, a submission of 09012022 would be easier than 09/01/2022

It is also not clear to me how or why the Department of Education uses the information we report on the CPPs and numbers submitted for "required services".

n/a

The data collected needs to be updated, it is based on decades old perspectives and can use some more relevant information - I can't think of what that would be right now. I showed our Institutional Research people the information we are required to report and the guidance we are given and THEY were confused about what was being collected - now if people who pull reports and work in data every day, imagine how folks who aren't in data very often are going through. It really shouldn't be so hard to pull data to tell the stories of our students.

It would be nice to know how the data is used, once collected so that individual projects can know what is important for them to focus on to meet needs of the students.

Just thinking about the IPR, I think many of us made it more difficult than it had to be, but on some of the formulas I needed to read and re-read to think about it. Probably just the uncertainty of a new report request.

Perhaps have the same timeline each year to submit the APR and publish instructions early to help programs plan.

The stress of the IPR and APR back to back created challenges in our office (required lots of after office hours work). This has a lot to do with the workload needs of our team at that time (Jan-Feb is just as busy for us as Aug-Sept). The Nov-Dec APR timeframe is more manageable.

It is seamless when using the Blumen database with assistance in submitting the report.

Consistent timelines. Ongoing helpline for questions that don't seem to have obvious answers.

A detailed training on how to use the DOE site for uploading and submitting the APR. It would be great to have a training guide that not only gave details on how to enter data for specific line items but also showed steps on how to complete the upload and the process on the DOE APR site. Also, training on the APR from a provider that is FREE to all SSS programs would be great since it required that we submit the APR.





The APR is somewhat easily prepared for submission only because we are using a student database management tool, Student Access. Improvement could be made visually and written content-wise for accessing the Download file.

NA

As a post-secondary institution, we have pique times, and the APR seems to fall during those times. Some projects only have a few staff members and require all hands on deck to support students. If the report could be due during the summer (downtimes), that would be fantastic.

Interim Report was "sprung" on Directors. The instructions and table format was very confusing. Lateness of release of APR submission dates was stressful. Little to no communication regarding APR. When the APR became open, I did not receive an email to that effect. Fortunately, I checked the website periodically, and later in the week I became aware the APR was open.

N/A

Provide consistent APR timeline and deadlines to help programs prepare and continue services to students.

Please come up with a consistent APR deadline and stick with it. It's hard to allocate time to the data-gathering process when we're unsure when it will be due. The requirement that we send in a signature is outdated - maybe look at options to sign it electronically?

To be candid, for what the Department needs to assess satisfactory progress, it is difficult to define how the grant reporting process could be improved other than giving sufficient prior notice in regard to any changes from the last reporting cycle as well as extending the time between when the site opens and the report is due.

Due date set in a timely manner. Current state of higher ed does not match what we are dealing with in the higher ed law. Things are more fluid now, so it is more difficult to follow the guidelines. More detailed data feedback.

Better idea of what is being done with the APR information that has been reported and how we could better detail this information.

I have only completed one APR at this time. I still have questions about the reporting when it comes to the SSS-Disability program we have.

The instructions for the APR process need to be much clearer. They are vague in areas which may result in discrepancies within reporting. The more clear the instructions the more accurate the results will be. Scenarios of when to use certain selection options would be helpful.

clarify reporting fields. Allow for more data changes on demographics between years. update system to make it easier to allow for saving the data while in the process of entering it in.

I find that I have to refer to the annual performance report guidelines and record structure guidelines each year to help with submitting our report. I think the APR site could be more user-friendly and more of a streamlined process.



"prior-year" is still very confusing for me to think through. To know which academic years you are actually looking at is confusing and how you weigh them is still pretty vague for me. A lot of my answers were "poor" because of "StudentAccess. StudentAccess is not my favorite database to have to input or pull reports/numbers and data from. student access is not technologically savvy at all -- it has several glitches and errors. StudentAccess report library and dynamic reports do not pull accurate reports.

The transfer rate should be based on the number of graduates, not the number in the cohort.

Allow access to data (excel spreadsheet and documents) after submission date. Provide a summary of submission recommendations and a step-by-step guide as is provided for the Upward Bound Program. Resolve the formatting issues before the opening of a reporting due date (example: during the interim APR there were issues with formatting the signature page).

I have no idea how the Department of Education uses the data and I am certainly not able to use the data to improve my program. The APR is broken and I hope no one is lying to themselves that it helps the directors or the students in any way. This is an example of the tool not being director focused. The experience for the directors of the programs is not considered.

clarity in the instructions - had to read several times to fully understand the information needed. Plus I feel a little fuzzy on how the information is used

Have an opportunity for directors to ask specific questions to data analyst team related to each field of data, or clarifying instructions.

Simplify the instructions and provide meaningful definitions where appropriate. Provide explanations for why the data is being collected and/or how it will be used. This could be in the form of a "hover to discover" feature. During the APR submission timeframe, provided a 1-800 number where live assistance is available.

No delays. It would be better to follow 90 day requirements after grant period has ended so that programs can get on with their work in the current year. Having to think about our data for a previous year toward the end of a current year is not helpful. Maybe ask TRIO personnel if some would be willing to revise some language of the instructions, some of which can be a bit confusing/unclear.

I cannot provide a specific example but I would encourage the Department to examine any opportunity to simplify language and directions for APR would be appreciated. The document while understandably needs to be technical where possible using the most simple and clear communication would be helpful to assure a clear understanding. Thanks!

Allow more than 30 days to complete and submit the report and be consistent with the date that the report is due.

The process for updating information directly on the site can be slow since the site will time out quickly.

Where we report ethnicity, we have to say whether the student is Hispanic and select another option so we are forced to put 'white'. Also, some students do not identify as any of the ethnicity options.

When it comes to gender questions, it would be great if we can be more inclusive. I understand they are asking for gender assigned at birth, but that question can be triggering for some students to answer.



Be more consistent for APR annual due dates  
The signature page was an issue because of the formatting

Better instructions, and more examples.

When reporting this year's data, there was no update email or communication that everything had been received. In year's past, we have always been notified that all of the documents and data had been received. There was no confirmation with this year's APR. Seemed very unusual to those of us that have been doing this work for a period of time.

N/A

Questions need to be clear, i.e., starting date.

Having help support available during later evening hour and or weekends during the APR period.

In regard to gathering the information for transfer, reliable information is not always available. The student clearinghouse often indicates students have transferred when they are still enrolled at my institution.

I was not involved in the grant writing process.

With my familiarity with the submission of the APR on the website, I find it simple to upload the requested documents.

**Q46. Which of the following best describes your job role? (Other, please specify)**

SSS Director

Program Director

Interim Project Director

**CUSTOM QUESTIONS**

**SSS - 2023 - Q29.5. What can the Student Support Services do to improve communication with you?**

I met with my liason at the COE Policy Conference for the first time. It was so nice to put a face with the emails. DOE could possibly have a yearly meeting even by Zoom with all SSS directors.

N/A



[NAME], is phonememal, available, approachable, and brings great support and knowledge. He is an great example of support needed and I really appreciate his investment in the work her does. I just want to say that you so much from [NAME]

I really appreciate the timely communication from my current program specialist. Having someone to address our concerns is key.

More communication and better, more customer service heavy outreach

Giving advice on improving project outcomes would be beneficial. Relaxing some of the restrictions on supporting students would benefit students.

Timeliness and responsiveness. Learning that a program is funded literally days before people no longer have jobs is untenable and unprofessional. Further, sending messages to Program Officers only to recieve simple answers two to three weeks later is not productive. Additionally, to have those responses be only chiding that we didn't follow some ill-communicated communication expectation is simply agressive and unhelpful.

N/A

N/A

Whenever there is a new expectation (such as the IPR this year), it would be helpful to provide a better explanation of why it is needed and how to fill out the form. It would also be good to not make this an expectation back-to-back with the other large report (APR). Spending so much time on these two reports was a great burden on the program.

n/a

The communication from Student Support Services is always timely and relevant.

Program specialists often seem to be less informed or have less knowledge of regulations that local staff. Program specialists also seem to change frequently, which I'm sure contributes to the lack of knowledge. This makes it very difficult when trying to get clarification or guidance from them. They also seem to be overworked/overloaded because they are not able to respond to e-mails in a timely manner, and don't always seem to have read the e-mail thoroughly or completely enough to respond appropriately.

During the pandemic, starting in 2020 when we were awarded our grant, any kind of interaction with our program specialists was not great...I had 3 different ones in less than two years. I now have [NAME] and she is fabulous. She is timely and clear with responses, she is kind, and she is highly effective. I knew about her before she became our program specialist because she is that good. Figure out what she does and duplicate it.

I'm pleased with the communication. It was a little hectic with the number of Program Officer changes in the past year or two, but seems to be better now that the pandemic has passed.

Continue to provide SSS updates and reminders via email. I appreciate our program specialist hosting a meet and greet with the other SSS programs and providing an opportunity to meet the other program specialists as well.



Communication is excellent, particularly from the Program Specialist.

Many times, I am not 100% sure of the reason I am being contacted regarding questions about the project budget. It seems there have been more issues identified this year than ever before.

Our Program Specialist has been less than professional on a number of occasions, to the point that I felt a need to contact the SSS Administrator, [NAME] for assistance. Emails are poorly written, it is hard to interpret what is urgent, and emails are not answered in a timely manner.

#### Quarterly Meetings

Communication thus far has been okay. However, some communication is a bit choppy and could clarify expectations and what is being asked of the projects.

Turnover of staff was an issue. I appreciated the senior staff staying in contact until a new program officer was put in place. Direct emails to inform of upcoming requirements. For instance, yearly budget due dates and when the APR will become available, training opportunities, etc.

The level of communication is good so far.

Continue to provide updates on APR and important trainings.

Implement a schedule of virtual discussions and open forums that address the questions and/or concerns of the project directors.

Better communication, currently it is not timely, which impacts program planning. Not such a high turnover with program specialist.

More clear communication is necessary. These programs are huge for our students and our institutions, but we so often get hung up on unnecessary red tape or unclear protocols. Clear, accurate and transparent information is something we all want more of.

Email monthly updates on programming issues. This standardizes when we will know certain pieces of information, such as reporting times, and project submissions. If we standardize when such instances happen then it would be clear to figure out report and submission cycles, which have been seemingly inconsistent the last few years.

I am sometimes confused by the jargon that is used via email. I think having a virtual meeting or phone call in addition to written communication may help in some cases.

Provide a quarterly newsletter to improve the frequency of communication and provide updates regarding staffing changes, staffing assignments, deadline reminders, upcoming events/competitions, relevant webinars, collaborative initiatives with other departments, etc.

[NAME] is continuing to do a great job. I have heard that the experience that I have had with her is not typical of the experiences other directors have with their program specialists. I find [NAME] to be quick with a response and supportive of our program and students. She seems to understand and support what we are doing. I am pleased and thrilled that I am lucky to work with her. She is what all program specialists should be like. Thank you, [NAME]!



Provide information earlier in order to plan for changes as needed; also have consistency among the Program Specialists

Provide the GAN for September 1 dates no later than July 1st of every year. This provides adequate time for planning of program services and alleviates unwated work stress - helping TRIO staff maintain a healthy workplace, hence, providing better "customer service" to participants in out program.

Recently we have begun having virtual meetings where we can speak as a group with our program officers and related staff. This is a very good practice that should continue and occur at least 2-3 times a year.

A monthly email or newsletter would be helpful to confirm we are on track with Student Support Services updates.

Communication is fine. More consistent deadlines, please.

I think it is pretty sufficient currently.

The program officers for both the UB and SSS programs at my institution were very slow to respond and often sent communication well after the date requested. Budgets were often left not approved due to lack of communication.

Monthly or quarterly newsletter to keep us in the loop with DE implementations, updates, modifications, offerings, etc.

A faster response in writing to answer given verbally during conferences etc.

I have very rarely, in more than 15 years, had a decent program officer. Meaning, they are hard to contact, rarely reply, and can lack basic knowledge. The only exception would be [NAME]. He was responsive. They also change all of the time with no rhyme or reason.

n/a

This year in particular, TRIO programs completed the IPR, this was an interim form of reporting in-between the APR. The roll out of this mechanism was challenging as directions and expectations were not clear. It would have been sufficient for an instructional video to accompany the request to ensure the IPR was completed correctly.

**SSS - 2023 - Q29.6e. What is your preferred way to communicate regularly with your program specialist?**

An initial email, a webinar, and a recording of the webinar to be distributed following the live event.



**SSS - 2023 - Q29.7. How would you advise on improving the overall process and protocols associated with this grant competition?**

Increase number of program specialists available to serve projects to ensure specialists are not overburdened. This could enable the following, allowing program specialists to focus on targeted programs assigned.

Enhanced communication, FAQs, and available training materials.

The movement of CPP's that require institutions to be minority serving seems to put many of the mid west and western schools out of the running even though they have large numbers of first generation low income students.

start the competition earlier; so that notifications can occur as soon as federal funding is approved

Offering a webinar on the new guidelines for the upcoming grant competition would be help. An earlier release date for the competition would also assist institutions in getting prepared for the application.

faster turn around times

I would need to think about this question. First of all, update EDGAR and other guidelines (regs/legs). Make them easy to understand.

Next, schedule mandatory trainings for first time directors, and provide mentors for them. Teach them how to be manage their programs. Follow up with them quarterly for the first year to make certain federal funds are being properly managed. Assure that the institutional commitment is supportive of the program's success. Is the institution providing assistance with program participants? Programs should make numbers every year especially if there are eligible students. It must be mandatory that the institution provide an easy path for students to participate in the program.

Another thing you could allow food and books for students who are first generation, low income and/or students with a disability. Small meals not elaborate meals would be helpful periodically. Books or access codes for students in need. At the least, stop limiting access to essential things that would benefit these students.

As I mentioned, I would need to really think about this question.

Frequent, personalized updates on the status of individual grant proposals and TIMELY notification of acceptance, issues, funding, and release.

N/A

Provide clear examples of wording and expectations from previous successful applicants.



just release the information earlier.

Notification of awards earlier

I have not been through a grant competition, so not much feedback. I think clarity in timelines. Excleneica in Education has a great example of a timeline with their Seal of Excelencia and the support they provide institutions.

I don't really have any advice as I am aware it is an enormous undertaking.

Post all of the grant competition information earlier and confirm awards earlier so that programs can plan whether they continue or need to plan to close.

Ensuring more timely release of the slate and award notifications would be tremendously helpful to retain staff and plan for the programming for the year.

RFP out with enough time to complete and submit so that programs are notified at least 2 months before the start date.

Have information available for upcoming competitions at a minimum of two years in advance.

Provide more lead time for dates on the APR. Provide instruction on additional reporting the year prior, for example, we were required to submit an IPR while we were preparing for the APR due to it's delay and instructions were insufficient to understand what was being asked. I rely on outside organizations for interpretation and coaching on D of Ed SSS reporting.

Make deadlines earlier so programs have sufficient time to implement their grant once they learn they are receiving the funding.

Start earlier and make decisions at least 4 months in advance.

NA

One way to improve this is by updating projects on points and the actual perks/benefits within the competition.

Provide information on when RFP is anticipated to be released and stick to the date. Provide information on the award notification date and stick to the date.

Specific detailed information and reliability of this information.

Timeline for when the rfp will be released and the proposal deadline and notification of technical assistance workshops for the grant competition.

Provide a clear timeline, application instructions, and enough time for continuing programs to apply and receive notification of selection to continue program services to students.





More information a lot sooner! Much earlier notification of awarded grantees! We lose great, experienced staff who get nervous when it's near the end of the current grant cycle, and there's no guarantee that they will have a job in the next academic year. Ask for input on Competitive Preference Priorities from those of us with boots on the ground - we can help determine what would be needed and appropriate for our students.

Sufficient advance notice (application materials) coupled with free webinars that thoroughly address each of the components of the grant application and followed up with timely decisions.

Advance notice of the due date

Prompt notice of grant award to allow for planning

CPPs are not beneficial

Short completion time

More clear directions & the timeline needs to be published and accurate. It would be more helpful for the department to send notices of awards out sooner.

Set clear dates early so that we can best prepare for the competition.

I think having a quarterly meeting (virtual or phone) may help with some of the FAQs or information that is needed by some grantees for guidance throughout the grant competition.

Earlier awarding and disbursement of grant funds. It seems we are always days from the end of each grant year/grant cycle before we receive our GAN.

Make it more timely. Share information on applying to other SSS grants, for example, Veteran, ESL, and other programs. Offer training and opportunities for directors to ask a lot of questions. Make your specialist aware of responses to common questions. Improve customer service.

Ability to get scores and knowing the number of applications will be funded and if they were for returning grantees or anticipated new grantees

A clear, concise and transparent timeline of the grant competition.

Maybe consider providing multiple (2-3) deadlines for the various sections of the proposal, with feedback provided before the next section is due.

Have an FAQ page in the application that does a quick summary of all the most critical and important points to NOT MISS when writing a grant.

Providing more communication and technical workshops would help improve the overall process and protocols associated with this upcoming grant competition.

Increase in funds to help offset increase in benefits and COLA. Also, the low income rates for students in [LOCATION] to qualify for TRIO should increase.

I have no problems with the present protocols.



n/a

N/A

NA

Starting the process early and notifying the institutions early.

n/a

To ensure applicants have all grant competition due dates, access to grant competition workshops in an adequate amount of time.



## Supporting Effective Educator Development Program

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

The website is very accurate.

i have found the site hard to navigate. I haven't sufficiently used it for project information.

Add more information like EIR or former i3 site. Webinars, features on projects, staff info.

More interactive

The interaction that we had with our first 3 SEED program officers was really poor. Although they were very kind people, their response was poor and knowledge was poor. We now have [NAME] and it is like night and day. [NAME] is incredibly knowledgeable, open to questions and problem solving, and responsive when [NAME] needs to get more information. We are so grateful to [NAME]. As per the website, we aren't sure how the resources fit or benefit our exact challenges. They are often general or perhaps it is just finding the right materials that takes time.

It is fine as it is.

Improve messaging about referring to the website when new information has been added.

It takes some searching at times to find the exact resources related to the grant. Maybe an overview of where the resources are would help the user find what they need more quickly.

Maintain current updated applications.

G5 is very difficult to navigate.

I would like to see a playbook on overall SEED guidance.

I do not use the website/NA.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

NONE

I don't get many email blasts or newsletters about SEED. Instructions for reporting have not been clear - often time periods in the forms do not match time periods in the instructions.



There is a fair amount of redundancy in the questions on the SEED interim report

Make shorter and more tight documents to ensure it is easy to follow.

We find the most challenges related to budget questions and supports.

None.

When there is vague language it would be helpful to know if each grantee can choose to define the measurement or concept as they see fit or if there is a precise definition.

n/a

I answered N/A because I am new to the grant, and since I have been added on, I have not received correspondence.

**Q33. Please describe how we could improve the grant reporting process.**

Make the reporting more simplistic.

Consistent reporting documents would lower the reporting burden. Being able to copy and paste between documents would be helpful. Often formatting doesn't allow and items like objectives must be typed over and over. Two large reports each year is also a reporting burden. Other federal grants we have participated in, have only one report.

Clarify when you want data for the whole project vs just a specific reporting period (make sure the instructions you send and the form you send are aligned). Share more examples of objective measures.

There are so many boxes and it would be helpful to have a recorded session on how to fill out the reports.

Data collection is generally a challenge as the level of detail wanted is often not available.

4 weeks after submitting a lengthy Interim Report of Progress with detailed budget info, we were asked to complete another budget form with a short turnaround (3 business days for those of us attending the TA conference for the grant). It seems that the second budget report could have been integrated with the IRP, and that might speed up decisions regarding the next year of funding.

Consistency of types of forms used for reporting would be helpful.

While I can appreciate the fillable PDF document, I would love to see a wizard of some sort to guide, provide additional info/examples, and a preliminary score after submission.



**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

N/A

When there are conferences, it is helpful to meet other grantees and hear about their projects - I find the tools / 'training' experiences at the grantee conferences less helpful than the online conf that had featured speakers and workshops/tools around equity. It would have been helpful to hear more about how projects and evaluators adjusted services and research due to covid interruptions/changes.

More peer-to-peer learning opportunities are needed

n/a

I would love an opportunity to meet other project managers on the SEED Grant for peer to peer support, in addition to a New Directors/Project Managers training.

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

EEDTA

Communities 360

EED TA Center

EED

**Q46. Which of the following best describes your job role? (Other, please specify)**

Associate Dean

Professor

Project Manager

## CUSTOM QUESTIONS

**SEED - 2023 - Q57.9. What recommendations would you like to make to the SEED program staff to assist you in administering your grant more effectively?**

N/A



I am not well aware of the online resources. This could be my own downfall but more information about the posted resources might be helpful.

The toughest thing has been the high turnover in our program officer. Also, it would be good if our project team could receive emails instead of just the project director.

The forms could be more user friendly and easier to fill in.

Getting and maintaining access to Communities 360 has been a challenge.

Clarity that a grantee could ask questions or ask for assistance from the TA provider without that impacting our assessment of progress or decisions regarding continued funding. While we are doing everything objective we said we would, the real world of implementation is often fraught with real world challenges. The worry that we could be perceived as struggling and not have our funding continued holds us back from asking questions or for thought-partnering, at times.

N/A



## Supporting Effective Instruction State Grants (Title II, Part A)

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

There should be easier access to Title II resources, perhaps a webpage specifically for all ESEA programs, or ideally a Title II page with all of the program resources.

Publishing official state "letters/Q&A" related to Title II.  
Links to Title II state monitoring responses.  
Search feature needs to have tags to filter down items.  
Updated guidance.

regular meeting about high quality instructional material and evidence based strategies are need to address the LEA concerns

The nonregulatory guidance for Title IIA (from 2016 I believe) still allows for curriculum development, but our partners at ED have made it very clear only PD on curriculum development is allowed. Having inaccurate information causes conflict when I have LEAs who want to spend funds on something they believe to be allowable because of this inaccurate guidance and we have to tell them no.

I haven't used the website a lot.  
No comment

There are surveys of use of funds, but not recent nor specific guidance for use of funds. We rely on CCSSO, ESEA Network, BruMan, etc. in our state for guidance on questions for use of II-A funds.

The TIIA website is so much better than it was when I started in this role (5+ years ago) that I'd like to say "it looks and works great!!" I'm sure areas of improvement will emerge as needs/priorities change, but for now I say "kudos".

It just doesn't feel intuitive or user friendly.

None--it's easy to navigate. I appreciate that there is enough--but not too much--text.

More resources to support technical support and training for LEAs

In comparison to other programs, we rarely hear from Title II.

Provide "updated" Guidance

The website is cumbersome. The searches bring up listings that you then have to open to determine if they even apply(due to dates of the information, type of article, etc.) To move from one area of the website to another (Grants to Title II) is fine. If one wants specific information, it is best to have the specific web address.

The website is a little plain but it does what it needs to do.



I would love to have a contact so that I may inquire regarding questions. I have tried the email address, but I am not aware of an individual who is assigned to SC.

Lots of text, but I'm not sure how I'd reorganize it to be more accessible.

No specific feedback on this item.

I know the website is uniform in format. Not a lot of "new" information.

No, there is a wealth of resources added to help our SEA do our work.

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

To my knowledge ED hasn't produced any Title II guidance to share with states in the past year, therefore there is no point of reference here.

There is limited information shared specifically to Title II A. My primary source is the SETDA to get Title II information.

Please up date the guidance regularly

No suggestions for improvement. Currently meeting my needs.

The documents are very useful.

Would appreciate Non-Reg Guidance to be updated (2015?). Would like more definitive direction on how to use the Non-Reg for SEA level decision making.

More recent, more specific examples of use of funds for Title II-A. Most info is general in nature.

To my knowledge, there are no Title II, Part A-specific documents or newsletters that have been distributed in several years. Updated FAQs and non-regulatory guidance would be wonderful

The available documents (non-regulatory guidance) are mostly still relevant so there haven't been recent releases, and this is acceptable to me as long as the information is still accurate. Newsletters should serve to flag/highlight important information, and I appreciate that TIIA does not have a regular newsletter because there is so much work to do (I am a 'team of 1', and know several colleagues with similar charges) that it may not provide the ideal guidance/support and actually distract from the work. The US ED TIIA team attends our TIIA collaborative meetings about twice per year, and this is very helpful!

The nonregulatory guidance is significantly different than that of other programs and doesn't particularly strike me as a guidance document.





9 out of 10x when we click on a link on the webpage for a document, we get that a document doesn't exist--sorry this comment should have gone under website. [NAME]

Improve the non-regulatory guidance.

We have not received updated guidance in years!!! A newsletter might help, as it could cover all states, and provide ideas to all readers. We have to write a letter to our state representative in order to have any question answered. Even monthly office hours would be a welcome addition.

I would love to see updated guidance and relevant documents regarding Title II.

The II-A NRG could use an update.

This is an existing strong area.

Seems to be more general information. I am not aware of any ESSA use of funds guidance document containing various examples, only NCLB document. (October 2006)

N/A

**Q33. Please describe how we could improve the grant reporting process.**

No recommendations at this time. The existing reporting requirements appear to be clear.

Disaggregated results. Specific state profiles so we can reach out to peers regarding programs, structures, ideas, etc.

This year the form asking for the contact information and allocation amount was so easy to submit. It was so much easier and smoother. In past years it was very difficult. The people tasked with helping you are often not available when you need them to answer a question about completing the request.

New Director- have not yet had to complete this reporting process.

I know it's necessary and it has become a bit less cumbersome. Still feels like a task mainly for compliance rather than actually assisting us in developing our program.

Due to personnel turnover, we are unable to respond to this item.

The process is pretty clear and easy to follow. Maybe additional time but no major changes.

We only do programmatic work. We do not know what or how [LOCATION] reports information.

Additional guidance is needed regarding expectations and submissions.

My II-A role does not include CSPR reporting.



No feedback at this time.

The II-A survey is easier to complete than it used to be. Thank you.

N/A

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

The Title II Networking opportunity is a great idea for our state staff to gain more information regarding how to improve support for our school systems regarding implementing effective and efficient Title II programs.

Most of the technical assistance is good. The delivery of the TA should be a from an adult learning class without "sit and git" activities.

Have not accessed DOE staff for the previously listed options.

My understanding is there are not II-A funds available for a II-A technical assistance hub, center, etc. I have participated off and on with the self-led II-A collaborative through SETDA. That is not a priority at this time because of my wide range of responsibilities.

I don't know of many PD opportunities for Title II.

We would really like to see more virtual opportunities for state coordinators to connect on USDOE programs and needs, and those could be quarterly virtual meetings.

Can't go back in this survey to documents--We would also like to see Letters from USDOE labeled with content not just name. So for example a letter about Rank and Serve would just be titled Letter to [LOCATION]. Somewhere in the title it should state it is about Rank and Serve so when searching you don't read through a bunch of letters that are not applicable to your concern.

Also, how about a calendar/implementation guide? Something to indicate that in March you'll get a request for District Allocation Survey, in April, you'll get a Satisfaction Survey...

More frequent, visible, and collaborative training would b beneficial.

[NAME] is great. She speaks at the SEDTA twice a year, and it is very helpful. Otherwise, we do not know of any other option used by your department. As we stated earlier, we have been waiting for FAQs regarding Equitable Services for over a year. But to the best of our recall, Title II has not put out anything in years.

I also use the T4PA center and I wish there was something similar for II-A. The SETDA II-A group is very informal and struggling.

Technical assistance is detailed, timely, and accurate.



Please reconvene a national IIA Annual Conference.

There is no US ED collaborative for Title II-A, but there is one through SETDA. I have been involved off and on, partly because of schedule, and partly because it is self led by state coordinators. We do not have much outside support other than SETDA scheduling and "hosting" the meetings. Most of my infor for Federal Programs is through CCSSO and NAESPA and partnerships with US ED.

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

ED staff answered a state specific question.

NCCC, REL Central

[NAME] provided many updates

Westat

Comprehensive Centers and Equity Assistance Centers

Comprehensive Centers

**Q46. Which of the following best describes your job role? (Other, please specify)**

grant specialist

Title II Program Lead

Project/State Coordinator



## Talent Search

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

N/A

Keep it update

I am uncertain because I know there are probably federal regulations governing content of a government website. I just found myself scrolling through sections on the website looking for something that MIGHT be what I needed until eventually I found what I could use. Maybe the tabs could be more efficiently arranged??? I'm trying to think what kinds of things would make it easier for directors to find the resources they most frequently use, but I can't really think what might make those resources more easily accessible.

The APR link is not as visible as it is on the UB page. If TS could do exactly as the UB page does for the APR and the link stands out on the site page and is bolded, it would a lot easier to find and look more uniform.

Establish a system of examples of situations in which a director could fail to comply with any regulation without knowing it. Rectify that example with what is allowed.

Menu options, often have to go to search to find anything.

Under resources, having more up-to-date profiles would be helpful when we have to justify the program to internal and external departments.

You need to update the FAQs, it has the wrong information.

It would be great to have the Director's name and email address with the list of awards.

Best practices would also be great to have on the website.

information on upcoming awards

Updates to the website need to be consistently and clearly communicated with grantees.

Most information regarding Talent Search has to be researched. The site looks a little busy. There are no tabs that are designated for TRIO. This would be difficult to a new person researching about TRIO programs.

I have not visited the website on a consistent basis.

It is not user friendly nor very appealing to the eye.

Update things like dates of APR or training schedule

Make it visually appealing. Make sure information is up to date, specifically about grant trainings.



Update consistently with current news, regulations, upcoming legislation.

I believe we are all struggling to update our websites and to make them more interactive,

Have the information up to date, especially the professional development information. Have more resources for Directors.

the Department can update the content more frequently and perhaps make the site more visually appealing and interactive

It is often hard to distinguish what is a new document from what has not been taken down from last year. Having a note that says "Last updated" would be helpful. I also have a hard time figuring out where documents are when they are in the long list of documents at the bottom of the TS page. I'm never sure what is meant to be there or if it is just general news. That section feels like a catch-all and is the last place I look.

I have not had trouble navigating the website.

Update the information on the website. Some of the information on the page is outdated

It only gets updated once a year. Should be more periodic and upload any content that is being emailed out to program directors.

Provide direct answers to questions as opposed to links that require reader to continuously search for an answer.

Having a Mobile-Friendly Design: Many people access websites from their smartphones or tablets, so it is important that the Department/Office of Postsecondary Education website is designed to be mobile-friendly. This means that the website should be responsive and adjust to the size of the user's device screen, making it easier to use on a mobile device.

Using Clear and Concise Language: The website should use clear and concise language that is easy to understand for all users. This will ensure that users can easily comprehend the information on the website without being overwhelmed by technical jargon

Update more frequently. Department previously had information about training opportunities, would like to see a current training schedule on the website within a reasonable timeframe. Sometimes the schedule is on website when opportunities have already passed and no longer available.

The website is busy. Everything is there, but not easily accessible.

No recommendations noted.

by having a frequently asked question, with answers. Some people may have the same questions that need to be answered.

Frequently asked questions or ability to search by question. For example: Is \_\_\_\_\_ an allowable cost?



The look and feel is outdated and the news sections are usually old. It would be helpful to have an FAQ section about some of the common regulations questions.

keep it updated with current information

It looks like a relic of the government! It's not very visually appealing and I feel like in addition to TRIO information, it should also reflect pride and celebration of TRIO's accomplishments, longevity and mission. I know this website is for TRIO recipients, but I also don't feel like it's a great website for anyone wanting to know more about TRIO generally.

Items aren't as easy to find on the website and others. For example, several reminders were sent to complete the survey, yet the link was not included in each email reminder.

Link clear explanations. For example, the UB/UBMS APR deadline changed with a little explanation and then changed again with no explanation and the website reflected the changes briefly and then reset to the original deadline, but had no explanation on the site for the changes.

The information on the site is outdated and difficult to follow. The appearance has had little change in all my years of TRIO.

Easier to navigate and actually keeping it up to date.

I always have difficulty finding the list serve info; maybe it could be a little easier to find. Other than that, I think it's great.

[NAME] is the best program specialist I have ever worked with. [NAME] responds with care and empathy. I don't feel intimidated to ask [NAME] questions although it's been said that program specialists should be our last point of contact. [NAME] shows genuine care and concern, which removes any fear of contacting [NAME]. Thank you, [NAME], for always being there when needed!  
The website is very user friendly, I have no complaints about it's interface.

n/a

Not sure, website design is not my thing.

Better training of the program Legislations and regulations. Limited staff on making arbitrary decisions and giving answered not grounded in program regulation or legislation, exceeding their authority.

It had a tendency to log you out rather quickly and it didn't give you a warning that you were being logged out until you attempted to save things.

Updates in timely fashion.

It can probably include short how to videos.

Make it more user friendly

More visuals would be helpful to liven up the website



Modernize it.

Training Grant Information needs to be updated and posted in a more timely fashion

The APR dates were not updated until well after the new dates were announced and it still had the 2021 dates on there for a long time and it would have been nice to know more ahead of time. I would love to see changes to CPP's and any other changes to ETS in a more visible way on the website and maybe more interactive videos and a friendlier, user friendly site.

Information is sometimes difficult to find.

The most common error I run into is old information that hasn't been updated.

A few additional details regarding what links to pages do/don't contain

N/A

The landing page is a little overwhelming-could be cleaner.

Longer federal grant cycles

Have more up to date information. I feel like It is always a few years off from the current year when trying to research items.

When submitting the APR, I found it very difficult to link to the ETS APR submission links. I am a Director of both Upward Bound and now ETS, so I have submitted multiple APR's for UB, but I found it difficult to find the link in ETS for the APR submission. I know that Student Access had a link that took me directly to the UB APR submission, but we use another software for ETS, and without that link I found it difficult to locate the ETS upload/submission link.

More prompts

**Q33. Please describe how we could improve the grant reporting process.**

N/A

Completion of the FAFSA data can be challenging to collect at times - unless we get the student's confirmation email or SAR from student, it is hard to confirm (or have the evidence) that they completed the FAFSA, even if we know they did. For example, we may have helped the student and provided assistance with FAFSA but they submitted it at home. We know they did but we don't have the "data-evidence of their confirmation" to answer the APR question about FAFSA completion. If there is an easier way to college FAFSA confirmation/submission dates, that would be helpful as we are not always able to get that confirmation from the student.



This is an interesting question. I have previous grant experience so the process was not difficult for me. I ESPECIALLY appreciate the webinars that provide an overview for completing the APR, and the organizations like Blumen that support the process to make it easier. I am not sure how easy or how cumbersome the process might be for someone with little or no grant experience. But thank you for the webinars! They were very helpful.

I have been in my position a while, so I know what/where to look for APR and what all is involved. But for a new person, there is a lot of phone calls I receive from other Directors trying complete their APR. I don't if they are just totally oblivious when they are hired in or is a lack of understanding how involved APR is. But I try to help the best I can, but they don't seem to understand the tracking, rigorous reporting and who counts, etc. They have a lot of questions about prior year participants, and what technically counts as a participant in the reporting year. I try to give them my timeline I use to help make my APR not only easier for our program, but not as time consuming at all once if they would do majority of the work during the summer since they have transcripts plus October/November during any time down check your reports on HS grads that went to college and then your 6 year grads in [LOCATION]. APR this year opened on 4/5/2023 and we were submitted on 4/7/2023 and signature page uploaded on 4/10/2023.

Some data collections need updating (gender)

The APR website has been excessively difficult this year. I believe this is due to changes with a new website contractor and hope for the future that these issues are fixed. Two main issues: 1. the APR site would not let me register as director, and returned several error messages; and 2. The APR site did not contain information about our prior cohort for the postsecondary completion objective.

It would be helpful to understand how the data can improve our programs. TRIO staff are obsessed over getting their numbers, but don't understand the purpose for getting their numbers. I think all TRIO staff should be aware of this information. It will help staff understand why getting numbers are important and help with their recruitment strategies.

It is unreasonable to expect a program to have substantial progress requirements met when a program is only 4 months into the year. The timing of the IPR could be better.

We are not told why we are getting some pieces of information. Some optional information is very hard to obtain.

Publish the data you want in advance so we can begin preparing in advance. When there is issues it slows down the process.

Grant reporting should always be open for completion within two months of the end of the fiscal year. Extending the deadline by 6 months makes the process incredibly complicated.

Clearly have a plan in place that doesn't duplicate (i.e., requiring an interim report and then shortly thereafter the APR).

FAFSA information is difficult to retrieve and although I understand the reasoning of obtaining the information, I wonder about the accuracy of the reported information.

Consult with experienced directors of TRIO programs to periodically review the APR requirements and the required submission of information to reassess the relevance of information required to submit.





No suggestions

It would be nice to know a compilation of all the Talent Search programs so we understand how the department uses the data. I'd like to know how my program fits in with all the other Talent Search programs across the nation. Are all programs meeting their objectives? Am I in line with other programs in postsecondary entrance and attainment? Good research helps me a lot.

The package for completing the report is so overwhelming because it is so long. I think having a video about the report that is a step-by-step on how to do the report would be good that anyone can access as a resource on the website.

This year it is incredibly late. I have not been involved with this data for months at this point. It is definitely more helpful in October or November when the data is fresh. It would also be helpful if there was a tutorial of what it should look like, or what I should look for, as confirmation that my APR has definitely submitted.

The grant reporting process is fine

The wording for section I can be difficult to understand. Provide an example for clarity.

Provide instructions/expectations prior to making APR site available.

Provide Feedback to Grantees: Grantees should be provided with feedback on their reports, including any areas where they can improve. This can help to ensure that grantees understand what is expected of them and can improve their reporting in the future.

An APR has not been completed for the NMSU TRIO Educational Talent Search. I have not experienced the process yet.

No recommendations noted.

When going through for the first time, show examples of what is needed.

I liked how the department shared the purpose of the data collected and what they were monitoring. For example, one question stated "We are interested in students enrolled in rigorous courses NOT provided by the target school." Understanding the intent of the question helps to add context and ensure we are understanding what is being asked.

The instructions are processes are only easy to understand because I've been doing APRs for years. If I were a new director, the instructions would seem vague and unclear. I would like to be able to use the APR data, but by the time we complete the report (especially this year), we are half way through the current grant year and the data is no longer timely.

There is really no issue with the Grant Reporting process, the due dates did change a ton this past year but that was out of everyone control.

I think the timelines are really important. We had an interim report due before our prior year end report. I like to close out a year in a timely manner and I think I may have only had one or two years in my role,



where the deadlines rolled normally. I know COVID, changes in administration's, etc. impact the DOE and I am empathetic, but the format has remained largely unchanged.

I use my data system in which to pull reports and outcome data, but I know that I may be unusual in that aspect. One way to make outcome data more "shareable" is in presentation. What would it look like to allow grant recipients, to pull charts, graphs or other data visuals from the APR in which to use for Infographics or other reports for school partners, parents, marketing materials, etc.?

I did not receive an email when the APR website was launched. I think this is important to do, in addition to me checking the website frequently. The reporting process online was straightforward and smooth as I am a new director!

It takes much too long to collect, gather and report this data. It is important info but it could be streamlined. It takes weeks of work to put together. And sometimes there are glitches when submitting that stop the process for days.

The system was very buggy this year, including having the wrong target school list for our project.

There needs to be an online signature system, similar to the FAFSA. I don't understand the 30 day window. Why can't the report be open from the close of the fiscal year until a particular deadline? There are several gaps in student reporting that don't show the work that was done with students. Juniors who grad early should count toward enrollment. Students who join the military should not count against progress. There should be an option for military. Also, all these grants were written during the pandemic. We had no idea how to gain real data of what our students would be facing for the next 5 years. Now, my grant doesn't adequately fit the needs of my students.

Better communication of when the apr opened.

I think it's fine the way it is.

Some of the language used is very confusing. Having clearer definitions could help.

more data workshops during the grant year

Again, I don't think I'm qualified to advise you.

The process is pretty clear and the webinars help clear up any questions.

Set timeframe.

Probably include short how to videos.

Continue to have Zom session with new Directors. The Interim report that we had for the very first time was extremely confusing at first. Answer emails withing a 24 or 48 hr. period

None at this time



Modernize it. Recognize that with 12% salary inflation over the last year, the low-income guidelines are terribly out-of-date. Anyone who has job a McDonald's isn't low-income anymore.

I believe that we need to change how military service is viewed in relation to our postsecondary outcome objectives.

Additional trainings on the report. Also, please try not to delay the report.

I thought the process was good. However, I always believe there is room for improvement. Sometimes, the language needs to be simple instructions.

Ensure communication regarding reporting is in fact disseminated; I did not receive notification (and yes, I checked my spam/junk folders) of the most recent APR having opened. If it hadn't been for a social media post in a group that I follow, I wouldn't have known it opened.

N/A

I would love to see a report on each state and what was accomplished.

None

The verbiage is a little complex and hard to comprehend at times. I feel like that could be improved.

I think that it would be helpful to notify that grant writer that the instructions in the CFR's could be followed closely in order to meet all the necessary reporting requirements. There are too many TRIO professionals who feel that they need to attend every grant writing training that they can because they don't know how to use the CFR's to help them meet the requirements.

The grant reporting process is fine, but the deadline for submission needs to be after the winter quarter. Some students do not enter college in the fall but are deferred until January and that's okay. However, many students just wait, apply and enroll in January without asking to be deferred. When this happens, we lose out on counting them for that particular program year. Also, we lose out on students who are in college, and will not graduate until December with their 4-year degree, just shy of two or three months. We cannot not count them if the report is due in November or December.

Objective C: Secondary School Graduation (rigorous secondary school program of study)

I hope this objective can be improved of the way it calculates. We are using one of the 6 different criteria for example # (6) which is, Any secondary school program for a student who completes at least two Advanced Placement courses and receives a score of "3" or higher on the College Board's Advanced Placement Program Exams for at least two of those courses.

However not all the seniors are taking AP courses or required to but yet the denominator is the same number as objective B and cannot be changed to reflect the true or correct number for only those students who are taking the AP courses. Therefore, final percentage is not true when calculating and reporting on the APR. I hope this will change, thank you!

inclusion of qualitative data

It's fine the way it is now.



**Q46. Which of the following best describes your job role? (Other, please specify)**

Interim Talent Search Director for community college

**CUSTOM QUESTIONS**

**TRIO TS - 2023 - Q24.5. What can the Talent Search do to improve communication with you?**

N/A

I am satisfied with the current communication.

Nothing at this time.

[NAME] was great during the pandemic. We have a new specialist since then. Most of the program information we have out there is so repetitive for those of us with 10+ years of service. So for me, I am not learning too much more than the info being shared. Such as definitions, what applies/doesn't, rigorous, tracking, etc. I am comfortable with my knowledge of TS, reg, legs, OMB, and so forth. If there was a training specifically for seasoned professionals to learn something new related to our programs that would be great. I hear from current specialist as needed as I did with all the others.

Information is often looped together with UB/UBMS. Our regulations are very different. When I join an online training, often the information is not accurate for TS, but more geared for UB/UBMS.

Provide more timely solutions to questions or concerns.

Work with the Directors on a more informal basis and not just when things are not going well

N/A

Provide recordings for all webinars so that TRIO staff can go back to reference information to help with their programming.

Information should be accurate.

[NAME] did an amazing job, I now have a new program officer, I hope she communicates as often and responds as quickly as [NAME].

More frequent communication regarding TRIO TS news. I receive very little communication and it feels sterile and scant.

Provide more timely information with regard to required submissions (i.e., APR). Design periodic qualitative surveys to provide accurate, timely, and relevant feedback for improvement of organization.



None

Notification of grant awards should be sooner. It seems like it gets later and later every time we write. I know that other things typically depend on that, but if the grantees are expected to adhere to regulations, so should everyone else.

It has been good up to now.

Would appreciate more updates and trainings when changes occur. Many times have to hear from other program or agencies when paperwork will be due or when changes are made.

A few times, my program specialist has given me directions (i.e. "Get a signed statement from your partner school," etc.), but when I provide the statement the specialist then adds specific details that need to be included. If there are specific requirements like that, it would be helpful to know what exactly needs to be included from the start so I only have to go to my partners once for each issue.

More regular updates or a newsletter. My program officer does not always send a final response.

It would be nice to know about continued grant funding sooner. Sometimes we don't find out until there are only a few weeks left on our last grants.

[NAME] is a great Program specialist. He responds quickly and provides answers based upon regs and regs. If he does have an immediate answer to your question, he finds the answer within 24 hours.

[NAME] has been great at providing us information. Glad to be working with him.

Communication is good. I just received the wrong communication concerning my award notification due to my proposal being marked as a duplicate, and it was never read; however, it was corrected a month later, and I was approved for an extension until my new award amount was funded,

I haven't had much experience in dealing with the program specialist. However, I know [NAME] was responsive at the onset of the project especially in the appointing of a new director. I have recently requested guidance from [NAME] for the first time. I am waiting to hear from her. I can not earnestly rate her on her abilities to provide assistance and guidance until after she provides feedback / guidance on my requests. However, I can honestly say that [NAME] communicates well, if she does not have an answer to your questions/requests, she will at least let you know where she is in the process. Thank you, [NAME].

No recommendations noted.

By having more instructional conversations when items are due. We have been involved with this grant less than a year and we are learning, but need more mentoring.

I am very satisfied with the communication I have received. My Program Officer has been accessible, helpful and timely with her responses.

I don't have a lot of interaction with my Program Specialist but he promptly replies anytime I email him. Other than timeliness of the APR and grant competition processes, I don't have any complaints about my interactions with the Department.



Our program officer has great communication

I want to note that my Program Office, [NAME], is very responsive and follows up on all of my questions and answers them clearly. I have no issues with the communications that come to me generally. Some are helpful and some aren't, but I expect that.

We often receive award notifications very close to the next start date, which causes challenges when planning upcoming academic years. Finding out if we are award new grants and/or continuing awards earlier will help us provide programming more effectively.

He never acknowledged my time sensitive questions until I finally went over his head.

It would be very helpful if accommodations related to the pandemic were communicated earlier and more clearly. For example, the first two years of this grant cycle have been under the emergency pandemic umbrella and large programs, like ours, are still rebuilding and struggling to meet pre-pandemic participation levels. The accommodations for PE points in the last cycle were helpful for many and a good solution to a tough problem. Please consider similar concessions, and announce them NOW instead of having programs wait until the next competition cycle to know whether or not they are getting 0 PE points if they meet substantial progress, but do not meet 90%. Projects are working HARD to re-establish protocols, programming, and relationships with schools and students. Please continue to exercise compassion and recognize what a challenging environment we have been working under. Thank you!

[NAME] has been good overall. He has taken the time to meet with me over zoom and discuss staffing, recruitment and other concerns. Sometimes I would like a little more guidance and detail, but I know that he is putting the effort forth for my program.

Direct answers.

I am satisfied with the communication. It would be nice, however, to know a little earlier if we have been funded.

[NAME] is the best! She answers timely and efficiently with clear and concise communication. I mentioned before that there's a stigma about contacting program specialists for assistance. However, [NAME] removes any fear of needing answers from dept of ed by demonstrating support.

na

Literally nothing.

Understand the challenges of programs working with the public in current environments and allow for greater, substantial progress before imposing an penalty on program.

I think the communication has been good; I receive DOE information in a timely manner and any questions I have, have been addressed in a timely manner.

Program Specialist always responds quickly to my request.

N/A



[NAME], our TS program offices has been doing a great job and as of now I do not have problems communicating with him. Thank you.

Nothing at this time.

I have almost no communication with Talent Search staff other than the occasional one-way email.

[NAME] does an excellent job communicating with us. I am appreciative of her willingness to get to know our staff, attend meetings as needed, and help us resolve issues that arise.

My program officer, [NAME] is amazing and very knowledgeable.

Communication with Specialist is great.

When working with Talent Search, I like communicating via email. I really enjoyed learning and listening to the webinars provided by the ED leadership. Thank you.

Increase informal communication

Timely reports/APR opens on time

None

I am overall happy with my communication with my officer.

I received the GAN for UB several weeks ago. I am still waiting on the new GAN for ETS, so any communication on when it may be expected could be very helpful.

Their means of communication has always been transparent, and I don't have problems with reaching my Program Specialist. If I need her, she always responds in a timely manner.

I am very satisfied and happy with support of the Program Director, [NAME] and my Program Officer. Thank you for a great job!

more meetings

Email is great way for communication.

**TRIO TS - 2023 - Q24.6e. What is your preferred way to communicate regularly with your program specialist?**

Both phone and email

**TRIO TS - 2023 - Q24.7. How would you advise on improving the overall process and protocols associated with this grant competition?**



N/A

Award notifications need to be released sooner. More time between official RFP being released and when it is to be submitted.

Increase page limit by 10 pages

Continue to allow for flexibility with formatting (single space charts and tables and double space narrative)

Have the grant proposal due no later than Dec 20th of the year of the competition but no sooner than Dec. 1st - Fall is a good time to write with due date late fall (December - before winter break) as the grant writing process takes longer than one always thinks (and give no less than 45 days due date once RFP is release - 60 days is ideal). This gives us time to prewrite in the fall, then RFP comes out mid Fall with a late fall (Dec) due date.

Thank you for asking for our input and for your ongoing support.

Nothing at this time.

It does take a long time to hear about awarding during competition cycles. I also have to say that GANs are generally nearly at August when many of us are not June 1 start dates, majority are September 1. Some of us work for institutions that if the GAN is not in by September 1 we have to be furloughed until we receive it and it puts a lot of stress/hardships in more than 1 way for the employees of the grant program. I don't think ED always thinks of that part of it when the GANs are not in before August and are last minute. Same with grant competitions expect we lose staff then if its too long because some cannot take a financial hit to be furloughed. Not all host institutions can keep/pay us during furlough. I thought grants.gov was always easy. Same with instructions. CPPs in my opinion especially during TS and UB, (all in general when you look at them all) are in no way related to our program, program improvement, actually help participants, or anything of the sort. The current CPPs are terrible in TS except for the STEM one, CPP 2. That is actually beneficial to our program participants considering we work with pre-college. The last cycles in TS and UB CPPs were actually great because it benefited students. Late intervention models, dual credit initiatives, things that matter and help this subpopulation in TRIO. Why cant we have that now? Current CPPs are not doing anything for our students or their families. SEL and community engagement for systemic advancement? That does not help all programs either. Rural programs have significantly limited resources as is. Highlighting that does not make it better. We need focus on different initiatives for CPPs and things that all program across the US can do regardless if urban, suburban or rural.

Better timing and more open communication in preparation for the opening of the competition.

Two of our submissions were never read, so this was a very rough process for us. The outside consultant seemed to be the issue.

N/A

Have a webinar for the grant competition. TRIO staff receives information from outside sources (ie COE & TRIO consultants) and the information is not always correct from our Program Officer's perspectives.

Better timing and communication.

no comment





Provide opportunities for meaningful change by extending the comment period given for improvement, be transparent with participant suggestions to improve processes and implementation. Actually use the data received for substantive improvement with reasonable explanations of the “why” behind current processes and protocols.

I have no suggestions at this time.

Instructions should be clear and concise. Those have been watered down over the years and now it seems like there is too much leeway in writing.

updates and trainings

The grants.gov process is extremely cumbersome. Perhaps a similar portal to that used for the APR would allow more people to apply and/or would help avoid mistakes.

It would be helpful to have the grant competition a full year early. We should not be finding out in August if we have a grant that begins on September 1. We should be finding out over the summer if we have a grant the following year. The uncertainty, particularly during grant writing time, causes extreme turnover in staff and the ability to plan for the upcoming year. In addition, the cut-off for the funding band and appeals should have a set number that you know prior to submitting, for example, 103 points would be a perfect score plus 3 prior experience points.

I know a competition must take place, but why does a grant program that has demonstrated success rates through APR results have to continue to go back into the pool to be judged and re-awarded? Why not those projects that have been through 2 are more grant cycles be grandfathered in and after five years placed back in grant competition...

The overall timeline from finish to end should be detailed out in advance so we're able to connect with our campus admin regarding expected distribution of funds.

Timely Awarding of Grants: Grant recipients should be selected and notified in a timely manner, with clear information on the next steps for receiving and using the grant funding. I believe since there were new readers contracted there were a few mistakes. I wasn't able to implement my project as soon as I wanted.

Only thing that concerns me is the notification process. I believe it should be more timely.

Faster turn-around of requested approvals. However, I also understand that there are a lot of programs that are requesting approvals. I wish the turn around could be faster, but I understand why it takes time.

No recommendations noted.

Timely needs assessment data can be difficult to find as the most recent statistics are often 2-3 years old. It would be helpful for the department to provide links to national data relevant to the grant application and TS objectives. Also, I recall some of the data being very difficult to find as some school districts do not collect the information requested. It would be helpful to have acceptable alternative data points when the ideal cannot be obtained.

Hold the competition a year in advance and give programs a minimum of 6 months notice if they have been awarded.

transparency as the process is developing. what should we expect.



I can't speak to this as our Foundation spearheads this effort.

Reminders of deadlines via email, webinars, and info session have been helpful. It would be great to have a specialized session for new directors since there is so much to learn about his process.

Earlier notification.

See previous note- announce PE adjustments due to the pandemic earlier to ease the minds of staff. It is highly stressful to hear rumors of adjustments, but not get a direct and written confirmation of them until it is too late to do anything about it. And believe me, no one I know is just sitting around waiting for it. Projects are hustling and doing what they can every day to recover from the damage caused by the pandemic, but they are concerned about the continuation of services to their students, and also about their livelihoods of their staff. Thank you!

It seems like forever ago now. I realize it is difficult to make a program one-size-fits-all, but the setup is not ideal for a very rural area. My service area is very large, and we still struggle with numbers. There are no other services that reach these students. Our work is very important, but it is difficult to reach all those students as often as we would like with current resources. The grant seems to be getting more intensive over time with little increase in resources. We are struggling to meet the needs, especially with staffing challenges.

na

It would be nice to have the whole process be a little less involved and time-consuming. We all have to spend many evenings and weekends to be sure the grant is ready to submit.

N/a

a more pragmatic approach to student eligibility requirements

N/A

I would say communicate by having individual meetings with new program directors.

NA

No comments at this time.

Stop funding down slate and giving current grants zero or a tiny 4% increase. How can you expect us to meet expectations during a period of 8-12% inflation with no increase? The upcoming 4% increase doesn't even cover mediatory staff salary/benefit increases imposed by our university. Our high turnover rate due to the high-stress nature of the positions and low-salaries is the single biggest barrier to meeting our objectives. Next, we hear we might not even receive a 4% increase due to our IPRs not showing adequacy yearly progress back in March when they were submitted?!? The IPR was not supposed to have consequences. You told us that it was only requested since the APR was delayed. Why did you even ask for current year numbers in the IPR? The previous year's APR has always been the tool that determines funding decisions. Now, you are using the IPR in ways that you did not inform us about -- changing the rules in the middle of the game.

The process has improved significantly since the time of printed/mailed applications to be honest. I am grateful that we are less hung up on things like margins, table spacing and that sort of thing which feels more like trap setting than real partnership towards solving the problems of students in school districts that already have them at a disadvantage.



We need to be informed of awards earlier so we can start hiring process to serve students.

If memory serves me correctly there wasn't an accurate checklist of forms needed, I had to cross reference multiple sources which made it challenging to really comprehend all that was needed.

I believe the competition process has improved with the webinars provided by ED.

n/a

N/A

Get rid of the CPP's (competitive preference priorities)

None

Cite CFR language in the grant writing instructions where applicable.

Many of our Talent Search Programs have been around a long time, and doing an excellent job in helping our low-income, and first-generation students prepare for college. The success of these programs should be taken into consideration during a grant writing competition. They should not have to compete for continuation of their program with a new agency who does not have the resources (equipment, staff and etc.) already available to provide Trio educational services to low-income, first-generation students. Especially, if they have met all of their goals and objectives continually.

None

N/a

Overall it's good.



## Teacher and School Leader Incentive Grants (ESEA II-B-1)

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

Provide examples and case scenarios as resources.

It could be made to be a little more user friendly for the customer.

Overall communication with grantees in regards to questions that are submitted via email.

The website is very basic information, and it seems that the technical assistance website through the contractor website (<https://eed.communities.ed.gov/#program>) is where much of the up-to-date information is housed.

The website could be easier to navigate and provide guidance on how to navigate the site. I wish that there had been an overview document or any reference documents to help me get acclimated.

A drop down menu labeled explicitly as "Grants" on the home page might be easier to go through and select TSL to get to the information needed.

No feedback at this time.

d/k

I would like more face to face networking and support.

I have not had a reason to use the website.

Maintain current applications and relevant information regarding grant forecasts. In addition, having a place that highlights successful grant-funded projects with aligned student impact data.

Maintain update to date information on the website.

There's a lot - consider how you might make the website feel less overwhelming for users

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or**



**type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

provide examples on pinch points

The quality and usefulness of the documents are clear concise and specific in detail especially those that you are seeking a response for. The emails are interesting and informative. Policies- related documents usually are purposeful and intentional in statements and intents.

Frequency of email blasts and newsletters. Suggestion would be to increase the frequency of blasts to provide updates with all grantees.

I would like to see a more predictable cycle of newsletters - perhaps quarterly so that I can predict it. I could see it highlighting programs withing our grant family and other technical information.

Documents need to provide clarity in terms of reporting requirements, and clarity of expectations of grantees.

There is a wide range of quality of documents sent. While I received detailed instructions for a Mid-Year APR, I received limited (at best instructions) for the End of Year APR. That was very challenging for me. My program officer does not make me feel comfortable asking questions and interacts with me regularly in a way that makes me feel like a failure so I am often unsure or unwanting to ask her questions due to my previous negative interactions that have made me feel small when all I want is some additional explanations.

I would like to see differing scenarios for each section based on the exposure to the different activities grant officers experience while working with grantees. Potential scenarios, specifically those that have the possibility of coming to play due to issues beyond the control of the grantee, can be included to have immediate access to solutions.

I want to be sure that I am meeting all expectations through the work of the grant. My GANs include extensive references to federal code, but I have a significantly difficult time accessing the specific code to understand what it says. It would be very helpful if the GAN directly links to codes when they are referenced or if there was a supporting document to provide guidance in accessing and understanding federal code. It was very helpful for the TSL team to provide the Cost Principles document in the most recent webinar. These are the types of resources to which I need access.

No feedback at this time.

non-regulatory guidance

There should be a general document for amendments.

Timely communication relevant to renewal and extension of grant funding.

It would be helpful if the documents for grant reporting were consistent for the duration of the grant award period.



**Q33. Please describe how we could improve the grant reporting process.**

Our program officer is great. She is responsive. However, as a Department, the responsiveness is horrendous. Our fall report was submitted Oct. 30. We did not receive feedback until December. We were then given 8 business days to make changes without consideration to our school schedule.

This is just one example of unrealistic timelines set by the Department without regard to school calendars or schedules. The Department mandates certain timelines but is comfortable taking months to provide feedback, give approval for amendments, or answer questions.

Provide more office hours and interactive peer exchange networks.

Provide a data report of how ED evaluates/reflects on our submitted report/data.

The department could inform the clients of their purpose for requesting some of the information and data that they are collecting do so in a timely manner.

The reporting process seemingly changes without much guidance. We need clarity of reporting requirements before we submit the reports to avoid making revisions after the fact.

see comments in earlier response.

Unless the dates exist and the team is unaware, we would like to have due dates for the Interim Performance Report and the Annual Performance Report provided at the beginning of the grant year.

The application of the GPRA measures is inconsistent in the scope of my grant. For example, while GPRA 1.B, "The percentage of teachers and school leaders across the participating district(s) that show improvements, over the previous year, on the student growth component of their evaluation rating," seems sufficiently reasonable, the measure does not apply in a direct way in the scope of my grant. We have a statewide evaluation system that all districts are required to use. This evaluation does not specifically include a student growth component. Our state reports student growth as a part of the ESSA School Index, but it is reported at a school level, not a teacher or school leader level. In addition, the data from our student growth is only captured for tested areas: ELA, Math, and Science. We have many teachers who are not specifically tied to these tested areas (e.g., Fine Arts, Social Studies). The incongruence of the GPRA measures with the actual data collection systems from my state made the data-reporting process extremely difficult and time-consuming. I felt that my Grantee Performance Measures provided a much truer sense of the progress of my grant than the GPRA measures. I do understand the need to evaluate all grantees according to a common set of standards, but I am not sure that these have generated the desired outcome.

No feedback at this time

Consistency is very important. Need better information and less turnover in staff.

There are no comments for data.

Determine the reporting timelines and associated forms for the duration of the grant and maintain consistency throughout the grant period.



Maintaining consistent grant reporting documents for the duration of the grant period and scheduling and monitoring calls in a timely matter to ensure that each grantee knows that the reports are approved.

The support provided in order to effectively complete the report required is outstanding.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

more assistance in helping develop best practice resources and disseminating them in peer exchange networks.

The Department could provide more training on a regular basis that could of assistance to the recipients of the grants.

I honestly felt that the TA opportunities fell of this year (22/23) - In particular, I really valued the peer-to-peer work last year and was missing it this year. I also could have seen our grant group discussion issues like dissemination activities more and how to navigate the legacy of COVID as we move past it with regards to our grant activities. There were a lot of missed conversation opportunities in my opinion.

1-1 time with program managers will help with explaining the reporting requirements rather than whole group webinars. The ability to ask questions and get answers without having to have a "being recorded" disclaimer would be helpful.

I have only had extremely negative interactions with the Department staff. I took over directing the Project half way through and was never made to feel welcomed or have anything explained. My program officer makes me continually feel small, like a failure and like I am doing a horrible job when no one has provided information and she has not made herself available for support or as a resource. During some of my first meetings with her I spent time after the meeting sobbing because of how she and other ED colleagues spoke to me on my first instance of getting to know me. They did not show me any empathy or make me feel like a partner. They continue to make me feel like I am always in trouble, a burden and a failure. It has been an extremely negative experience for me and I have been extremely disappointed in the relationship with ED and the staff at ED.

We would like to continue to receive the support provided; however, we would like for all parties, us as a grantee included, to consider timing of meetings and the technical assistance provided. It would assist in being proactive in the gathering of data and staying on top of departments involved that affect the official drawdown of funds.

While we had several initial opportunities to collaborate with other grantees in Year 1, I felt like we simply didn't have access to the same types of activities in Year 2. The few times I did reach out to the EED-TA Center, my question had to be redirected to my program officer. I could have most benefited from having third-party thought partners as I developed my APR and from having someone examine a draft of my APR and provide feedback. The EED-TA Center provided these types of support during the development of my Logic Model and Project Plan. The development of my APR was an extremely arduous undertaking, and I could have used additional support throughout the process.

[NAME] is very supportive of our program needs.



Need more than one time a year to get together in person.

More face to face meeting. We only hear from them during the EED submit.

More frequent opportunities to share best practices with other grantees

Upon grant award, schedule regular opportunities for grantees to meet and share successes and challenges in their projects, perhaps once a quarter. The annual EED summit is one opportunity, but it would be beneficial for all grantees to have regular opportunities to engage in communities of practice or consultancy protocols.

It would be helpful if each grantee award cohort had additional communities of practice opportunities for grantees. At the Annual EED Summit, engaging with other grantees in the consultancy protocols is always supportive of learning new strategies to enhance each individual project. It would be impactful if these consultancy protocols were scheduled more than once a year.

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

Effective Educator Development TA Center

**Q46. Which of the following best describes your job role? (Other, please specify)**

Grant Manager

## CUSTOM QUESTIONS

**TSL - 2023 - Q46.9. What improvements to the program would you recommend in order to be support you in successfully administering your grant?**

Have the Department be timely in their responses to grantees. Waiting months for answers to amendments, questions, or feedback limits implementation.

more technical assistance and problem solving, connecting with exemplar grantees

Friendly Clarity and response from program officers would help tremendously!

I appreciate the TA Center staff - it did feel like some of the energy behind TA center engagement fell off this school year (22.23).





My biggest challenge has been with my program officer. I detailed the issues in an earlier answer, but she not been communicative, supportive or offered me any empathy or trust. The partnership has been one of great stress to me and one that makes me feel small. I have not been provided any opportunity to learn from the program officer, just ridiculed and blamed for all my mistakes without support.

The Teacher & School Leader Incentive Program is a phenomenal program and has been extremely helpful in allowing us, as a grantee, to provide opportunities for teachers that would otherwise not have been fiscally possible. We would like support in being able to fluidly adjust project activities based on the current (and future) state/climate of the district. It is a challenge to maneuver through activities slated for the initial grant application year that may not be relevant or pertinent to the current goals of the district.

I don't think access to information is an obstacle that needs to be overcome. I think we have access to more information than we can reasonably process. I think the successful administration of my grant could be supported to the greatest degree by personal connection and coaching. I recognize the Department's responsibility for reviewing grant changes to ensure that we are being good stewards of tax dollars. However, no plan could ever anticipate the reality of implementation. The difficulty of adjusting to truly accomplish the spirit of the grant is something I wish could be addressed. Recommendations for improvements were needed on the grantee side as well. My team has already noted a number of things we would do differently if we pursued a grant in the future. We have learned much during our first grant experience. I know it is impossible to provide additional grant flexibility broadly without also risking quality stewardship. However, flexibility is exactly what could help my grant work exceed expectations.

none at this time

In our unique situation, communication and updates would help us support the administration of our grant. It has been many months with no update on renewals.

D/K

Planning regular meetings throughout the grant period with other grantees and establishing consistent practices for reporting requirements throughout the duration of the grant period. Providing responses to requests for amendments in a timely matter.

I absolutely love my program manager at the federal level, [NAME]. He has a deep understanding of some of the difficulties that we encounter in my school district, and is always very helpful at providing ideas, resources, etc.



## Teacher Quality Partnership Program

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

NA

More updated "frequently asked questions" especially about what can be included in cost share

It is difficult to locate the most current information. Sometimes searches take you to out of date information.

No suggestons

We have not used the website, but will be investigating it in the future.

I have not used it much. I am a new grantee.

N/A

I think having clearer stem links to direct people in a more instinctive way to information could be helpful.

Improve the search feature.

Provide specific resources for grantee

I think the website is very user friendly. I am not sure what to change to make it better.

Perhaps shorter bulleted lists of items included in the grants. For a first year grant recipient there is a bit of information overload. Monthly break down of priorities for grants perhaps?

I was not aware that it was a resource.

Information is readily available, no suggestions for improvement

**Q21. Please describe how the PROGRAM OFFICE could improve the quality and usefulness of our documents, including policy-related documents. In your response, please identify the name or type of document(s) your comments address (e.g., non-regulatory guidance, newsletter, blast emails).**

Shorter and more frequent communication.

Instructions are sometimes unclear (for example completing reports).



Excessive paperwork burden. Often the information is confusing and keeps changing for the reports.  
Lack of consistency.

Organize a list or chart of all documents connected with the partnership and the timeline they will be shared or required for submission.

N/A

More regular updates would be appreciated.

I haven't had any issues with the documents or newsletters ect..... Again, I do not have any recommendations.

Ensuring that documents are for the specific grant rather than a generic form. Prior examples provided might also be helpful.

While I provided my contact information to my program officer, I rarely received information directly. Most often, the communication was forwarded to me from other grantees.

**Q33. Please describe how we could improve the grant reporting process.**

The webinar conducted by Mia H. was helpful. As were the accompanying documents. Assistance between the webinar and submission is weak.

Excessive paperwork burden. Often the information is confusing and keeps changing for the reports.  
Lack of consistency. Continuing changes in program officers, often leading to different expectations.

The separate budget justification worksheet was cumbersome.

Please use the report template from the initial stages of funding-two many templates and requirements that are not consistent

N/A

The grant year does not align with the academic year and thus, it makes it difficult to provide an clear picture of all the good work that occurs in the project.

There are no consistent deadlines from year to year for reporting. Reports are submitted via email to the program officer rather than through G5. No feedback is given. It's May and we still don't have guidance on submitting an APR.

I have not experienced any issues that would lead me to recommend improvements.

The addition of the budget narrative excel workbook with the tabs was a challenge. I believe more instruction around this form would have been helpful.



Provide samples of stellar reports...

It would be helpful to have a platform to which the Interim/Annual Performance Report can be uploaded (not unlike Research.gov for NSF). The report form could be improved for ease of information entry - too much time is spent copying and pasting the correct template and format; it would be better to have a fillable form. Acknowledgement of report submission would be helpful, as well as a timeline for feedback on or approval of report. It would also be helpful to have a clearer framing for the information collected, beyond compliance requirements.

**Q39. Describe how the technical assistance that Department staff provide could be improved to better support your program needs (consider content, structure, format, timing, etc.).**

Clear communication.  
Consistent responses from consultants.  
Timely responses from consultants.

No comment

N/A

We have experienced a lot of changes in program managers over the life of our grant. That inconsistency has made the development of collaborative relationships difficult.

We would like to have a conversation with our Program Officer. We would appreciate receiving more in-depth responses to our emailed questions and inquiries.

No recommendations for improvement.

**Q40a2. Please identify the primary Ed-Funded Technical Assistance Provider that provided technical services to you.**

G5 support

Effective Educator Development (EED) TA Center

DOE

**Q46. Which of the following best describes your job role? (Other, please specify)**

Professor



## **CUSTOM QUESTIONS**

### **TQP - 2023 - Q61.9. What recommendations would you like to make to the TQP program staff to assist you in administering your grant more effectively?**

I did not receive information about Communities360 or the 2023 EED conference.

Excessive paperwork burden. Often the information is confusing and keeps changing for the reports.  
Lack of consistency.

Streamline the timeline and organization of required documents

N/A

I think the website could be promoted more so that the grantees are encouraged to utilize it and review the resources.

We would like to have had regular meetings with a Program Officer to report on our outcomes and have discussion about our questions/concerns.

We currently don't even have a program officer assigned to us. Grant ends in September

a comprehensive list of resources available.

Our interactions and communication with the DOE have been very positive throughout our grant. I have no recommendations.

Understanding the links between the supports for new awardees. Receiving emails with no introduction makes it difficult to determine if the connection is valid and a true supporting network for the grant.

Frequent communication and / or meetings about service delivery

More outreach by technical assistance provider; more up-to-date calendar of events on website; participation in community of practice with other grantees beyond yearly summit.



## Training Program for Federal TRIO Programs

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

Please provide updated dates and locations for TRIO trainings.

**Q46. Which of the following best describes your job role? (Other, please specify)**

Assistant Director

### CUSTOM QUESTIONS

**TP-TRIO - 2023 - Q21.5. What can Training Program for Federal TRIO Programs do to improve communication with you?**

I have asked multiple times to be moved into the primary contact role on our GAN and have yet to receive a response for this request. All communication still goes to the PI on the grant, who is very removed from the day-to-day operation of the project. I am afraid things could fall through the cracks since we are not receiving response about this request.



## Tribally Controlled Colleges and Universities (TCCU)-Part A Program

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

N/A

It works well the way it is.

I am new to the program just a little over a year. I was experiencing some communication issues with [NAME]. before his retirement. I am now working with [NAME] and the communication with [NAME] is awesome.

I don't really know. It works for my needs.

Improve the description of tribally controlled community colleges and information addressing the uniqueness of each tribe they represent to educate the general American public about the diversity of languages/cultures amongst them. Also improve the explanation of TCCCU's vs. colleges serving native American students.

It's very good, but provide links to information that has been moved to another area.

What i found cumbersome was trying to locate annual reports. I was trying to locate the annual report for a prior year and ended up going in circles from one website to another to no avail. I luckily found a copy of the annual report DRAFT that I had saved from prior year and gave up on trying to navigate the website to find such report - cumbersome and not user friendly

There is little information about Title III F available online, and from what I can find, it either is verbatim of Title III A or contradicts it. There is a lack of plain language explanations of federal code and its application to our grant funding.

Doing well,

**Q33. Please describe how we could improve the grant reporting process.**

Having legislative activities be the only way we report. It seems like double work on the budget reporting.

Simplify the annual performance report.

So far it is good,

The lack of flexibility for ways to report objective indicators sometimes reduces the meaningfulness of the data reported.



Although some of the questions seem redundant from year to year, I see that it does help in terms of breaking up the report so that it shows progression. I like the feature where certain sections of the report is already populated with information that doesn't change from year to year. That was pretty helpful

The performance metric reporting had numeric values that were not flexible enough to apply to all goals/activities

no changes.

**Q46. Which of the following best describes your job role? (Other, please specify)**

Project Director

IT Professional

Construction manager

**CUSTOM QUESTIONS**

**TCCU - 2023 - Q17.5. What can the TCCU do to improve communication with you?**

Our new program director, [NAME] is amazing. I super appreciate having an engaged program director.

Communication works well with the previous and the current program officer.

All is good working with [NAME]

More frequent interaction would be a good thing, especially in the form of individualized outreach.

I really enjoyed the virtual Director's meeting. I will miss [NAME], as he was consistent and worked with TCCU's for decades. I am looking forward to building a relationship with the new program officer but am nervous of this transition, since COVID has had such a profound impact on communication and programming goals. I am looking forward to innovative solutions to communication barriers and the appreciation for diverse knowledge systems to address disparities and support student success.

More webinars for grant administrative training. They are very helpful, it is also useful to hear from other TCU's at the webinars.

communication is good, just keep it going

My feedback is specific to our initial program staff who have recently been replaced. I believe the new employees are a vast improvement, but time will tell. My guess is that DoE program staff may have too much on their plate to have time to onboard new college project directors. Additionally, I inherited





grants that were a mess (our fault) but couldn't get the supporting documentation from Doe or any explanation on why some of the exceptions were granted to our project which left us with no roadmap on how to proceed. Again, a lot of this was internal to our college and a situation we have been working to remedy. But I don't know how some of the previous applications and reports were accepted by DoE. While perhaps gracious and generous, it meant it took college administration longer to know there was a problem and left a larger mess to fix.

Continue the way they are doing now.

**TCCU - 2023 - Q17.7. How would you advise on improving the overall process and protocols associated with this grant competition?**

This is not a competition for us. It was a competition in 2005 when we were first awarded these grants.

at this time I am satisfied and only been working with Title III for 14 months I feel I am a rookie and cannot advise.

Reduce the time between submission of program profile data and the notification of final award amount - or request the program profile data earlier

TCCUs are very young institutions and are serving a wide range of diverse students in communities with high disparities. I think the DOE continues to improve their understanding of tribes and the unique opportunities and challenges of serving our communities will impact the process and protocols to support TCCUs to provide quality educational services that continue to support students to be successful in their learning environments. Our tribal communities live and operate in very complex systems there isn't a blanket approach to addressing our challenges but we all seem to work well with DOE to navigate the funding opportunities to improve our campuses so students have opportunity to learn and grow from education.

NA- new to the process.

There is another department responsible for grant applications; my department only reports on grant funded projects progress and expenditures. We also provide data of our activities for grant application purposes; that is the extent of our involvement in the grant application / competition for grants process.

none, good the way it is.

Recognizing the unique needs of tribal colleges and universities.



## Undergraduate International Studies and Foreign Language

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

No sure. Everything looks good.

Overall, the site is not visually appealing and the information is presented in a really dense way.

The DOE website is very different from other academic or commercial websites, which is understandable given that it is a government-regulated website and it might have different requirements. However, I believe there is a room for improvement, especially with visibility, ability to navigate, find information, etc.

It feels cluttered. Content is very broad - which is useful for some things but not helpful for the grant information

The website tries to meet the needs of too many disparate groups (grantees, student loan recipients, parents of students, regulators, K-12 educators, higher ed educators, etc.), which makes it clunky and challenging to navigate.

needs to be more user-friendly.

It feels dated and cluttered. Abbreviations should be clarified at least once on each page.

So far so good. I am comfortable navigating the website.

The site says that amounts from previous years will be displayed - they weren't

The website is very simple and barebones. It could easily be improved with some better interfacing clearer instructions.

Some of the information seems a bit buried. Perhaps a table of contents would help?

Improve searchability.

Have a section for forms relevant to the grants that can be downloaded for editing. I end up having to just google form #'s to find them.

The interface for entering interim and annual reporting is just not intuitive, and took a long time to understand. It looked like the tech was very outdated.

The NEH website (<https://www.neh.gov/>) provides a good model in terms of visual appeal and information on specific programs that have received the award. Specifically, it would be very useful to do a search for programs that fit a specific profile (for instance, Languages for specific purposes, study abroad programs, etc)



I haven't really had to use it so can't speak to that.

Better and more accurate contact information for current and past grantees.

The hoops for the log-in process are insane. I just had to call the help line to get assistance with logging in. I felt bad for having to do so, but the technician said that this was a common occurrence (!). Again, the people I have all met have been super helpful, but the website design and log-in process is Byzantine. Way too complicated.

I'm not sure.

**Q33. Please describe how we could improve the grant reporting process.**

When you first receive the grant, it would be good to receive a form that outlines the due dates for each report and the earliest date each report can be submitted since some of us are doing study abroad and might not be able to submit things at certain times.

IRIS is wonky and thus hasn't been very helpful.

We found it to be a very tedious process - often grant reporting can be a deeply productive process that spurs reflection on the initiative or activity. In this case, having to provide so much quantitative data was time-consuming and ultimately didn't really reflect the kinds of outcomes we were most interested in. The reporting platform is rather clunky (tiny textboxes that made editing difficult) and it was frustrating that access was limited to just some members of our USIFL grant team.

The reporting site is very confusing and does not make things clear about which sections need to be completed.

I found the IRIS system difficult to work, and grant reporting was so challenging that although I finished my report on time, I did not click through sufficiently to submit it.

The PMFs, in particular, are onerous to develop and track. Compiling and entering them takes a substantial amount of time that could otherwise be spent on grant activities. It feels a bit like bean-counting and the benefit or value of them is unclear.

The grant process is clearly laid out. I am happy with it.

I am not sure that much improvement could be made - this was probably a one-time issue given the COVID-related extension. I wasn't sure of the exact time period to be covered in this report, since it was showing up differently in different places.

It works well. It is a bit clunky and old style so, the system could be updated to something fancy but it does the job.

Our officer emailed us separately to tell us what to submit. That was helpful.. If she hadn't done that, I'd have been lost. The DoE is also working on a schedule that makes little sense with the US academic calendar for most institutions. We were awarded a grant in October and expected to start spending. Our



entire proposal said that we'd start the following academic year. It's strange to report spending for a period that we weren't planning on spending.

The screens in the reporting section of IRIS could be updated to match the information requested.

Fix IRIS.

For some grant activities, it's difficult to choose a category from the forced choice listing. It would be good to have 'other' with ability to comment/explain. The only reason I marked lower on the first item was due to the issues with IRIS this past year in not displaying the correct reporting screens. However, it was fine and easy to understand the preceding year.

I understand the office is understaffed and long reports that follow no uniformity would be hard to read. However, the current website is really lacking. It also does not provide grantees with a chance to submit the reports from assessment coordinators that are encouraged to be part of the grant budget and process.

i think it would be far more useful to provide a template to submit reports in specific order to address specific needs in an organized matter (for instance, "attach the syllabi of the course created and the assessment reports from the coordinator")

The IRIS system was inoperable last year and my annual report submission was lost.

More reminders and specific guidelines

**Q46. Which of the following best describes your job role? (Other, please specify)**

College Dean

Professor

Faculty

Junior Faculty / head PI for UISFL

## CUSTOM QUESTIONS

**UIS - 2023 - Q31.4. What can Undergraduate International Studies and Foreign Language do to improve communication with you?**

Timing of grant award notification could be earlier to start implementation at start of school year (e.g. in August) rather than in October.



Our grant was interrupted by COVID so it is difficult to know what the experience would have been like during a more normal time. We really appreciated the flexibility of the UISFL program staff in allowing us to extend and make adjustments. One regret is that the conference bringing grantees together in DC was cancelled both years so we never had the opportunity to connect with the broader network of academic institutions pursuing innovation in this arena.

I really appreciate their office hours, which are provided bi-weekly.

Include all key personnel, or those identified by the program director/PI, on all emails related to grant so that communications aren't missed.

The Program Officer, [NAME], has been wonderful, attentive to our inquiries in finding the right solutions, very helpful, available to speak and answer all queries at any time of the day, proactive, and magnanimous.

Overall I am very satisfied with this grant and its implementation and grateful for the support. The first report had some technical glitches that were not resolved well. But in the end the report was delivered by email and was fine.

[NAME] is wonderful. She answers all of my questions and has helped me so much this year since I am new. She is very patient and has really helped to guide me to become successful in my reporting which builds my confidence in my new role.

She needs backup and to have another person respond to emails quicker.

Communication has been very good and usually within 24 hours. This was the first year in this role for our program specialist and so there was a bit of a learning curve at first. However, responses were made in a timely fashion and accurate. The only issue, again with being new, was sometimes taking multiple exchanges to get responses to all questions instead of reading thoroughly the first time to answer all questions. The instigation of regular office hours has been a good initiative.

I would like to stress the importance of [NAME] work in this whole process. She is extremely fast at answering e-mails and approving TARs. If she misses anything and you get back to her, she will answer right away!

The meeting that both [NAME] and her organized earlier this year was extremely inspiring! I loved meeting the grantees, specifically because I learn of initiatives that other institutions were taking (like open resources to teach Spanish for legal purposes). I just wished there was some sort of a reference where we could see what other people are doing and how to benefit from it (study abroad programs this year have been less populated and it would have been great to see how we could support other study abroad programs in UISFL institutions).

I finally want to emphasize that [NAME] very amiable manner and empathy has been crucial for me this year. I had to face an urgent surgery, I was really stressed about not meeting some deadlines and she showed the kindness I needed at that point. I am very grateful for her understanding and follow-up with our programs.



The annual F2F meeting is very important to me and to my colleagues.

I think that the pandemic threw a lot of us off. The Office Hours and the meeting to touch base are great opportunities. Honestly, the people are the best part of what's going on with UISFL. I know that other things, like the website and the G5 changes are sort of out of their control.

More prompt replies to emails

**UIS - 2023 - Q31.5e. What is your preferred way to communicate regularly with your program specialist?**

office hours

Video conference office hours and individual email

A session with all the nominees like the one held earlier this year.



## Upward Bound Math and Science

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

Make it easy to navigate and get information without having to contact several persons.

As a program director, I rely on the information that ED provides me. The change in how the website is now structured and the difficulty navigating through the new format is extremely frustrating. It is visually appealing, BUT the information and accessibility to needed information is not worth the difficulty a web user experiences. Also, information is not updated frequently enough. ED is the source or should be the source of information for our TRIO Programs, but it seems I have had to find other spaces to get the answer to my questions and that is disturbing. I would like a more simpler layout to access information that only ED can provide, rather than the visual aesthetics and appeal. It should be more about the information than the look.

I have been able to navigate and/or find resources to help me in my searches and questions.

It is not user-friendly. The regulations need to be more prominent if you expect them to be followed. Often there is conflicting information being given by program officers and when you try to find clarity on the website you get lost.

N/A

N/A

To Include pictures of the participants and staff

This is a new program and navigating the website has been user friendly.

None. All is good.

Ease of use with info graphics and links to Regs & Legs

I really dont know. I like my program officer [NAME] . [NAME] has always been helpful and responds to my concerns with in a day or two. Very pleased with [NAME] as a project specialist.

Website template needs to be redesign and should be responsive to meet the needs of users.

I emailed and called to try and get an answer to my question and I never received a call or email back. This was during APR and that was very frustrating and disappointing to say the least. That is the time when assistance is needed the most. There most definitely needs to be a better group to service our needs. Someone who is responsive and reliable at that. I am not impressed and actually would like to see a better group partnering with DOE.

More search options



N/A

No recommendations noted.

Visually: mygreatlakes.org is visually appealing

Content: The resources on the page seem to be outdated. I would love to see an updated Fast Facts Report about UB/UBMS programs. I think it'll help improve recruitment efforts because the data is more relevant.

Searchability: If there's a way to narrow the search window to just UBMS, that would be nice. Right now there is no way to filter the search.

No recommendations

Easier to navigate and find resources information more clearly.

N/A

some of the references are outdated  
Annual Low Income Levels could be posted in a more timely manner

Update look.....

The website is not user friendly. It should be updated weekly. Important announcements should be added to the site on a regular basis. Links should all be active or should be removed. Old reports, news, data should be archived.

I believe website is good as is.

More user friendly

It has a tendency to log you out while you are working in it and it doesn't let you know this until you are saving something. This leads to loss data that needs to be reinputted to the system again.

TRIO Trainings were not updated until very late in the year. Information regarding APR dates/updates was not updated.

Better links to important resources, More useful search function. Archive of documents sent to program staff.

N/A

Some links direct you to information that is no longer available and should be removed.

I think a "News" or "Updates" section or header would be helpful. I had to search quite a bit to find updated information on the release of the 2021 APR and also had to check back frequently.





More clarity on descriptions between the different Upward Bounds.

n/a

Website needs to be user-friendly.

More robust FAQs.

Programmatic examples from grantees

More resources.

Award map and sortable list by state and program type

Sometimes the information is outdated.

Timely inclusion of relative changes and access to training either upcoming or previously recorded.

Make it more user friendly and allow more time to work before it times you out.

Modernize the look and feel. Make it responsive so it's easier to use on mobile devices. Keep it up to date--the TRIO Training Opportunities page hasn't been updates since before the pandemic.

**Q33. Please describe how we could improve the grant reporting process.**

A yearly training/ refresher would be good.

It seems that the APR deadline changes every year and it makes it difficult for me and my staff to plan around it. This year we had to submit an Interim Performance Report and there was very little guidance on how to complete it. I did not receive technical workshop information on how to complete it, which ED had done in the past, and this is surprising when ED is asking for the report. Please make the deadline set and the format consistent, AND please have some form of technical workshop on how to complete it for programs.

What is the purpose of the APR other than prior experience points what's the point? The information is never shared with us in aggregate across states or regions.

Get the application out much earlier.

N/A

None

Currently no recommendation because the process is working.

It should not be spung on us last minute. Make sure we can plan our programming around the APR, not have to alter our programming because they decided to finally release it.



Improve the ability to import data into the document.

I like how clear the instructions are for the APR.

More of the following will help: Data info graphics, web-browser friendly, and brining back APR trainings.

maybe self report can be written by student with signature. sometimes students tell us they have graduated but we dont have anything but email text or veral statement that they got a degree

User friendly page and easy to navigate

App continued to kick me out. asking for my credentials every 1-2 mins. It was horrible to deal with during an intense time like APR. That is something we should not have to be dealing with.

N/A

No recommendations noted.

Alumni: It is challenging to reach alumni, especially as a new staff member, and even more so when the student is unresponsive. It's not cost-effective pay for official transcripts from colleges/universities just to see if the student took remedial classes for unreachable alums.

Instructions: For areas that needed a little more clarification, it would be helpful to see what programs had trouble understanding and then adding those solutions in an FAQ section.

Make data set available for outside research

Suggest ways to improve the areas of weakness.

N/A

some items are difficult to collect for tracking students: standardized test scores, proof of HS completion and GPA. The problem with the current report is that if a student never graduated high school, they cannot be considered a PSE cohort of 9999 because that choice implies they did complete a regular high school diploma. Therefore students who dropped out remain on the report perpetually as 8888. There is a place on the report to indicate they dropped out of high school but for the cohort year field the only selection that is appropriate is 8888, which keeps them on the report.

N/A

Students who have been listed as "9999" should be removed after six years. I still have a student on my APR who is 30 years old. He never attended post-secondary. Why am I still reporting on him? Students who are deceased should be removed after the reporting year. Students who have moved from the target area should be removed after the reporting year.

Grant reporting process is good. Despite having different reporting times, we are ready to report.



As a new grant it would be helpful to do more training and guidance on what we need to be collecting, etc. for the APR. Since I have not seen one, I feel unprepared for when I do have to do it.

Students don't always fit into categories provided. What about those who join the military, etc. While not helpful for our grant purposes, we should be able to report those in some category for tracking. There should also be a way to tell the Dept that we really can't find information on a student- that we have tried to contact them, follow up with everyone we can, used 3rd party sites, etc and we cannot find any information OR when a student rescinds their permission for us to access their information, what do we do?

Include FAQ, especially for non-standard circumstances. Remove inconsistencies between choices and data validation and consistency checks.

Have training on reporting and sample guides

Updated online systems with easier access and use.

Require data that is attainable and provide a report to show the overall purpose of the data. How is the data relevant to the participants served today. Not requesting data that isn't easily attainable and set standards are not universal across the board such as state assessments. One test is not used by all states.

No email was sent announcing the opening of the 2021 APR. In addition, the directions given had last years dates on them, which I can imagine was very confusing to new directors. Since I have 10+ years directing these programs, I just updated the dates myself (this was the form that had the descriptions of and the parameters for reporting on each data item). I have not seen where to get assistance or any kind of presentation or training on the APR other than what is offered in New Directors Training. Clear and immediate communication of opening of the APR, changes in due dates, and offering ease of training and how to get assistance would be a great improvement.

I have not done an APR as I am in the first year of the grant.

More timely requests and submission time.

I know it was switched to a different system this year, it was very poor timing and then the new website was super glitchy. I am hoping the next APR is more timely and the kinks have been worked out of the new system.

The report does not account for students who graduate earlier than the original cohort year. There should also be a section for explanations as needed.

Allowing additional time to submit

The help desk could be open 24/7 during the week leading up to the deadline.  
You could make it clear that in spite of the wording for Objective 1 and Objective 3 that leads one to think the percentage will be calculated based on the number actually served, it's based on the number funded to serve or the number actually served, whichever is higher. So if you serve between 90% and 100% of your numbers, your percentages on these objective will not be what you think they are and you could



lose PE points. This is a biggie and I've never seen it written anywhere nor have I heard it discussed at any training or conference.

**Q46. Which of the following best describes your job role? (Other, please specify)**

Program Manager

PI/TRIO Director

Principal Investigator

Director

**CUSTOM QUESTIONS**

**UB-MS - 2023 - Q26.5. What can Upward Bound Math and Science do to improve communication with you?**

I have a great program officers who keeps me informed adequately.

An immediate response that acknowledges receipt of the message sent to program officers would let me know that the message was received. I get no notification or acknowledgment and it seems emails get lost. I have also tried calling and the phone tree and directory are outdated or it takes me to personnel in ED that I am not trying to reach. Please update the information on both the phone tree or provide access information on who to contact in lieu of our program officer.

I have always been able to communicate with my program officer within 48hrs or less, when needing assistance. They have been very professional and supportive of my circumstances.

Communicate. I have asked for important things to be approved and never received any response. I had to go to other program officers to get to my own program officer. It is the worst.

[NAME] is an excellent program officer.

N/A

None

Give us more time to complete tasks. Often I will get an email saying I need to have something random done within a couple days to a week. This is ALWAYS when I am out on vacation or out of the office. Please stop springing things on us with last minute deadlines. We are busy people.

Provide enough time to meet deadlines.



None. [NAME] understands my questions and she is helpful in guiding me through my questions. She is a great person to work with.

I like that information on UBMS resources are making their way to us. More of it is greatly appreciated to learn more about the resources.

Regular emails and newsletters on the Department's initiatives, changes, and online support

Return emails and calls! Never heard back! Very unprofessional!

N/A

No recommendations dated.

Get grants out sooner

The webinars that were conducted this program year were very helpful. Please continue with this next PY. Thank you.

N/A

I have seen increased communication over the years and more effort to get the GAN for the next year out in a timely manner.

N/A

Timely reporting and notification of updates, changes, Grant Award Notifications, communications that are sent to UB programs should also be sent to UBMS; availability by telephone, updated voice mail announcements; consistent communication to multiple programs at the same institution

Nothing.

I do not receive consistent communication and my specialist has changed a number of times just in the short period I have been director. I have gotten mixed information from the specialists I have and could use more consistent communication and check in's as a new grant.

N/a

Regular and timely updates about department and grant changes.

Continue to be transparent with expectations

Improve timeliness of changes, in particular with APR deadlines/opening. Thankfully, I am tied in enough with the TRiO community and was checking the website frequently enough to see when the 2021 APR went live.

communicate more regularly

Continue to build on it.



Still not clear as to how we scored perfect and did not get funded.

Overall, communication is well. There are times when timeliness can be better.

Create a FAQ section that contains a pool of questions and answers asked over a given period. Set up a live chat with limited hours for quick question-and-answer interaction.

Regularly communicate with new directors and increased timeliness with email responses.

So, most of my low scores were on the question related to responsiveness during the pandemic. I had two Program Officers during this time: one seemed like her mission was to make things as difficult for me as was possible, the new one (my current one) seems like his goal is to make things as easy as possible. I hope we get to keep him for a while.

**UB-MS - 2023 - Q26.7. How would you advise on improving the overall process and protocols associated with this grant competition?**

Nothing at this time.

Have more options for virtual AND in-person technical writing workshops. Having the minimum required is not enough when split between the two possible types. Having the same number of virtual as the in-person would help applicants decide and plan around those available options and dates. Also, making the presentation and materials available well in advance (at least 30 days) so that applicants can review and develop questions would be helpful in the writing process.

Keep communication and webpage updated with any changes to program staff to ensure transitions run smoothly.

Start the competition earlier

N/A

Grantee should be treated like contractors. (Longer period of funds availability)

Again, more time and less last minute requirements.

Give more time maybe 6month to a year in advance when competition season

Adherence to legislative requirements.

None

No recommendations, it was self explanatory

Online instructional support including Webinar meetings prior to competition are essential to the progress of grant processes and protocols.



Be more "friendly" and "accommodating",

N/A

No recommendations noted

Please update the protocols with current examples and add an FAQ section to the instructions.

Opening the competition sooner

N/A

Keep UB and UBMS separate deadlines.

N/A

Webinars should NOT be a word-by-word reading of the slides. We can read. Provide us with clarifications about vague language. Clarify the submission process. Create a webinar series for first-time grant writers. Use a submission system that recognizes inconsistencies with file submissions and notifies applicants. Provide an appeal process for proposals that are rejected before review.

Good.

Additional funds, consistent check in's/reminders about grant information to help us learn and keep track of information.

Improve consistency and training of readers.

more training sessions

No advice at this time

none

clarity and transparency

Allow more time for grant writing process.

There needs to be consistency for training readers on various configurations for Directors' time and effort. Some readers mark off for split Director when regs state that this is allowable.

Institutions applying for additional grants should be able to use a portion or all of PE points in current projects towards proposal writing scores.

Timely notification of awards.

No concerns



The biggest thing would be to redo the instructions. In the 21st century, a simple Word document formatted for printing is not helpful or useful. An online document with hyperlinks that we could highlight and annotate would be more useful.

When the instructions say to upload a form, there should be a form to upload--we shouldn't have to copy and paste the form from the instructions and upload that. Especially when the instructions don't specifically say to do that.

There should be room on the Target Schools form for more than 10 schools. Some of us serve a lot of tiny, rural schools and need more space to list them.

A training specifically on how to format the budget narrative section would be nice. The trainings seem to be general overviews of how to do the entire application, but my biggest question each time is how to do the budget formatting.





## Upward Bound

### CORE QUESTIONS

**Q15. Please describe how the Department could improve its website.**

Uncertain

Update it. Not only is there little up to date information, but there is a ton of really old information that shows up on google searches and it's not clear that it's archival information. I am thinking in particular about the training opportunities and the list of program officers. It would be nice if the program officer list was a lookup so we could enter the state and the program and the name and contact info for the program officer would pop up instead of having to find our State on a list that the is ordered by the last name of the program officer. It's like you have to know who your program officer is in order to look them up.

None. The website is informative.

modernize the website; have clear links and updated information

Provide "how to's" for things like submitting budgets, asking for changes, permissions, etc. I never sure if I am formatting things in the best way possible.

N/A

The information tends to be outdated and unuseful. Someone needs to update this with much greater frequency. It will be easier to go to an updated website and look for communications than to look through many emails from various program officers. This would also curtail mixed and varied messages being sent out to the TRIO grant holders. Also, we need to join this new century and have a chat feature so we can get quick answers at odd hours when we are working on reports and the like.

For the record, I have had awesome program officers in my classic grants and not-so-awesome program officers on the Math/Science side of the house. This makes for stalls in moving forward with programming and shared resources. If you want us to be efficient you all must be efficient as well. We have issues coming at us from all directions and yet you still make unreasonable requests of us. For example, being contacted and being asked why we have such a large carryover when we still have not had a summer program. I give the same response every year and it takes time away from all of my other responsibilities.

Works well.

Finding particular regs regarding a specific program can be a daunting task. Also, income guidelines are slow to post.

More written clarifications. Many things are said verbally but not written to refer back to later.

Grant searches, maybe update status of grant award process.

Nothing comes to mind at this time.



The website is great.

It's not up-to-date.

Ability to sign up for alerts for when there are changes. It is still sometimes a challenge to find what I'm looking for during a search.

Update information and timeline information more frequently.

Making the website easier to navigate. Also, better streamline data. timeliness for RFPs, NTP, and Awards is important.

More user friendly.

N/A

For my usage, I believe the website is fine.

Make it easier to navigate and find information

Having information up to date (i.e. TRIO training dates/locations, current grantees in fiscal year, etc.). These are always delayed, which makes it difficult to adequately plan and be up to date.

Keep any forms up to date including the federal trio income levels.

The Department/Office of Postsecondary Education website is customized well for all users.

Make it simpler to find supporting documents. Often, the links are broken, and/or files are unable to open.

It looks and feels outdated

The website is useful. I do not have any suggestions for improvement.

Thus far everything is sufficient.

Unsure

Make it easier to navigate.

A more intuitive website with a smoother interface

There is a lot of information; can this be condensed?

Remove outdated information from the website.



Search functionality and include legislation and legislation interpretation help functionality.

keep content up to date--remove some of the outdated material

Post updates as soon as possible on Upward Bound page, have up-to-date information

Timeliness of information. For example, the Low-Income Guidelines usually are published until months into the new year, and are back dated to some time in January. That is a critical piece of information that needs to be updated as soon as possible because that determines eligibility of potential applicants to our programs.

There is no need for improvement.

The site looks outdated. It is also true that the site is information heavy and does not lend itself to a more modern and interactive site.

Be more current with relevant information.

Perhaps offer webinars on how to navigate the website.

n/a

Having more information in the What's new? information would be helpful. The new TRIO Map is a great new resource and additional interactive pages would be helpful.

N/A

Make it more visibly appealing and easier to navigate.

Redesign and make it more user friendly

n/a

Up to date announcements that effect TRIO programs

**Q33. Please describe how we could improve the grant reporting process.**

Unsure

There are too many fields in the UB/UBMS APR and some of them are redundant. For example, Fields 57 through 62. It's absurd to have to enter information on the degree program the student is in in three different fields. It's obvious, for example, if a student is enrolled in a bachelor's program (66/66/6666 in field 62), that they are not enrolled in a certificate or associate's program, so why do we have to put



22/22/2222 in fields 56 and 60? Why do we even have to report on students who pursue certificates when that is not an objective of the program?

The APR is easy to complete despite having tons of data being submitted for UB.

There are metrics that we report on (both in the annual report and in the grant application) that have changed so much in the past 5-10 years that they are no longer relevant to our grant.

Provide better explanations for some of the data points.

N/A

We are never certain of how this information stacks up across the nation. We also do not get any formal recognition for doing superior work. No information is ever given back to us in a user friendly form.

I believe it's unfair for students who graduate and doesn't go into post-secondary education immediately in the fall or deferred are not counted towards college attainment. I feel there are a lot of students for one reason or another may not go directly into college but chose to do so a year or two later. I also believe there are times when we need to put unknown for a response and the department won't allow it. It's truly difficult to obtain information on students who are transient.

I know you are trying to address this already, but having consistent deadlines each year so we can plan. Ya'll really try to keep us updated.

When submitting the APR this past month, I kept receiving emails that we had not submitted our signature page. We had to submit it 4 times and still received the emails, but when we reached out for help, was told it was submitted. It made me nervous and I still feel a bit unsure.

The process is good as is.

decrease the number of fields we are reporting- for example the employment field  
Open the portal for longer than 30 days

Questions concerning PSE are not clear. The questions with the "certificate/degree" phrase in them are confusing. If a student enrolls in a welding certificate program at a technical college or in a cosmetology school, is that enrollment considered a success after High School? Is the completion of that "certificate" a success for the PS graduation objective?

These answers differ depending on who you ask. Even my network of experienced directors differ on their answers on this question.

The instructions for the specific data points can be very confusing. I understand it's difficult to make every situation fit neatly in a box but I feel it would be helpful to have a focus group/committee of people in the field, completing those reports, when you are writing the instructions. Unless you're on the ground doing the work, you can't understand the confusion that comes from vague instructions or trying to understand what is being asked for. People doing the work might be able to better inform ED staff of how the instructions and field answers are being interpreted.

There are questions on the report that are not relevant to grant performance or participant eligibility. These questions add unnecessary work for staff, particularly because the ability to access the answers is



cumbersome. For instance, whether or not a student is required to complete remedial coursework in college is not consistent across institutions. The process would be easier if we were not required to report on that, along with other areas such as dual enrollment and FAFSA completion.

Additionally, we noticed that the Department of Ed required us to continue reporting on a handful of students who should have been dropped in prior years. They were 9999's for enrollment cohort but were several years past what would have been six years out of high school. I'm pretty sure some of these students are now almost 30 years old. It would have been helpful to have them dropped or have a note somewhere in the report download indicating these outliers who still need to be included in the report.

Provide a more clearer timeline of due date of APR

More time to complete reports.

N/A

I feel that the grant reporting process is fine.

More consistent timelines. The APRs are annual and should come out at the same time each year. I've been a director for 5 years and have had a different timeline on each APR, including doing multiple APRs in the same calendar year due to ED delays and inconsistency.

The webinars are not provided by DOE but by COE and they usually don't have the most recent information.

The grant reporting process was straight forward and understandable.

This fiscal year, I received notification of the APR opening a week late. I learned about the APR opening through the WESTOP listserv. I have yet to receive an email confirmation that the APR and submission page were successfully submitted. I confirmed the submission by emailing the TRIO helpdesk.

Clearer instructions (for example, early graduation and dual enrollment)

I have no suggestions as to how to improve the reporting process.

N/A

Unsure

We are a first year grant and will be able to provide better feedback for this question next year.

Make it more user friendly.

A more intuitive site to submit data, instructions that are easier to read through (not simply a pdf), asynchronous webinars or short videos to explain/clarify points of common confusion



It would be helpful to gain access to support upon calling and/or within 24-48 hours vs. a week later.

Make the interface more user friendly.

Add spell check in the paragraph section.

Add a video explaining the different ways to upload data for submission (Excel, Blumen, etc).

Add a video explaining the results and cohort charts after submission for purposing for the Director explaining it to the College leadership.

Website kept crashing when working on APR. Kept having to sign-in multiple times.

We should only have to report on data that deal with our objectives. There many questions that are asked that don't really deal with objectives, or frankly our programs. For example, the question in the UB APR about remediation if a student enrolls in PSE. That has nothing to do with our objectives and is out of our reach. Also, if that question is important, then the department should communicate why that is. Another example is the question regarding participant employment. Why is that necessary or has to do with our program?

Is there an overall UB annual report?

When a student does not qualify for an enrollement cohort, there should be no expectation to continue to track that student and should be removed from the APR prior year matching documents.

On that note there should be a clear alternative or process for handling students who the program is no longer tracking either due to multiple years of unknown data or non qualifying cohorts.

Allow more time to complete the APR.

This year was a challenge with change in open dates and some difficulties registering this year. A report card of how all the programs are doing (percentages from all programs) will allow the directors to judge their program to the entire program.

N/A

By having someone on the Help Desk actually available to answer incoming calls as opposed to waiting days for a call back or response.

Some old data needs to be purged.

eliminate some of the questions

The grant application is complex and disjointed. Even the fonts and formatting are confusing. It is difficult to locate the information within the application. For UB, the amount of information required on the APR is significant compared with other TRIO programs.

**Q46. Which of the following best describes your job role? (Other, please specify)**



Executive Director

Director

director

## CUSTOM QUESTIONS

### UB - 2023 - Q22.5. What can Upward Bound do to improve communication with you?

Can't think of anything

It's getting better. My specialist recently changed and he is much more responsive and helpful than his immediate predecessor. I think things are on the right track now. Generally he responds to let me know he has received and read my email and if he doesn't know the answer immediately, he lets me know he's working on it and he usually gets me an answer in the next day or so.

I feel I have great communication with [NAME]. She has been extremely helpful and I can honestly say one of the best Program Officers in my experience with grants. She understands the realities of implementing a new project. I appreciated her support and guidance. Thanks!

A way to schedule calls with program officer.

N/A

Again my program officer for Classic [NAME] has been the best in 30 years.

My Program officer for UBMS has yet to respond to me about issues that were inquired about in July of last year.

I would like to know if we will get an increase this year. It has been difficult for the last 2 years without an increase.

I find the Department tends to shift Program Officers around, a lot which makes it difficult to maintain a fluid relationship.

Program specialist is very inconsistent and answering questions. Sometimes I get an immediate, timely response. Sometimes, I have to ask the question multiple times before receiving a response. Also, program officers are not consistent when answering questions so program throughout the US do things that other programs have been told they can not do.

Our program specialist is fantastic.

It would be helpful to receive award notifications earlier. Perhaps the timeline can be shifted so there is at least 3 months between the notification and the start of the new cycle.



It's okay as is.

Response times can be too long and possibly non-existent without sending reminders and sometimes sending more than one.

Better response time when warranted. If there is a deadline involved or I've expressed the urgency of a response (including flagging the email as urgent), it shouldn't take weeks to get an answer or multiple reminders to get a response. It is not something I do often but when I do, it's because it's important.

More timely response to my emails.

I would like for all program specialist to be on one accord in distributing the same information. Oftentimes, one specialist says one thing and another specialist say something different. They all need to be on one accord with the same information.

N/A

N/A

My Program Specialist does a great job in informing me of things and providing information and assistance.

Our program specialist has been great! Just having more established timelines within ED would help our program out. It always seems random when we'll be getting the GAN or when a report will open.

N/A

Individual check ins or round table sessions

Everything is good.

Make sure an email is sent before the APR goes live and the day it does go live.

N/A

Unsure

Reply in a timely manner. Point us to someone who can assist in resolving issues and questions if they are not able to.

General updates and reminders pertinent to my role as project director

The U.S. Department of Education charge of TRIO Upward Bound is to prepare first generation, low income, and disabled participants with academic support to develop the skills and motivation to complete high school and post secondary education. The socio economic backgrounds and current culture require TRIO UB to implement a holistic approach to support the adolescent years through high school and into college admission. However the lack of access to Program Officers, quick reply to clarify regulations and resolve technical issues require repeated UB Staff follow up of U.S. Dept of Education staff which adds to the workload in meeting the principal charge to TRIO Upward Bound.





Regs and legs should be written in a more clear and concise manners so that communication from the Program Officer is clear and concise. Also this might reduce the need to contact the Program Officer for clarity.

The IPR process was very unclear and alarming.

Monthly meetings or updates? More program opportunities?

Regarding emails, I think the the amount of email communication that goes out is just fine.

You can assign new directors a mentor for a year.

This is my first year as the Program Director. I have yet to get the full experience.

I believe the communication I receive from my program officer is excellent.

N/A

I feel that the communication provided by Upward Bound is sufficient and timely most often. When I have had questions, or needed assistance, our Project Specialist has been quite responsive and timely in communicating.

Monthly newsletter

n/a

**UB - 2023 - Q22.6e. What is your preferred way to communicate regularly with your program specialist?**

I would be cool if we had something like Teams or Slack. My mailbox gets so full of stuff, it's hard to keep up.

zoom

Completely depends on the situation. Blast email is fine for notices needed to go out to everyone (APR is open) but individual email when it relates to my specific program.

Email and phone

Virtual meeting

a conversation

**UB - 2023 - Q22.7. How would you advise on improving the overall process and protocols associated with this grant competition?**



Nothing

It needs to start earlier in Year 5. The past couple of cycles we were holding our breath to see if we were going to get notified before our fiscal year ended. We should get notification by March or April at the latest. It also needs more objectivity and consistency between readers. It's odd to lose points for something with one reader only to have another tell you how good that same section was. Some of the pages that we had to cut and paste from the instructions could be online forms instead. Things like the program profile, for example.

None. All is good.

Take a look at the metrics we are required to address in the grant - so many have changed. State testing is different in each state, and changes from year to year. New alternative programs have had an impact on drop-out rates. Grade inflation (which we cannot control) makes GPAs look great. All of these affect our ability to show need. There is GREAT need, but school divisions are coming up with ways to negate that need in the data. Make all objectives required points in the needs section. Notify programs of award earlier so planning is consistent and can be done with plenty of time.

Move up the timelines.

N/A

Reward programs that are meeting the goals and objectives with extended funding and host a competition for programs you will defund for not making progress. Easy...

I feel the intermittent APR was unnecessary and a lot of extra work only to have the deadline for the APR submission to come out shortly thereafter. I find the timeframe for the department to ask, for example, a budget on how you plan to use your funds during the summer unreasonable because programs are in the midst of their summer programs.

Grantees and applicants are kept to a very tight timeline. The Department of Ed should operate the same way.

We have yet to hear on a few grant proposals. I think your third party vendor dropped the ball on the UB competition.

It's difficult to have the due date over the holidays. I would suggest shifting these to be due by middle of December.

The process and protocols are great.

Provide better guidance on additional forms, like SF-424

Ensure that competitions don't run over traditional university/school closures for Thanksgiving/ Winter holidays OR extend the length of time allowable for submission.

The grant package needs to be completely revised. It can be very confusing.



There are items listed numerous times throughout the package and those items sometimes do not agree.

Each item of importance should have one place in the package and listed on the table of contents.

FAQ's with answers that are distributed regularly. Clearer explanation of the priorities. Concrete answers to questions. My guess is that staff is hesitant to say something that someone might hold as "truth" but if you say you don't know or that you're giving a best guess would be better than acting like you're answering the question but really saying nothing at all. It just frustrates everyone.

NO COMMENT AT THIS TIME

timeliness (at least 1 year in advance)

N/A

start the competition earlier

I believe the process and protocols are fine.

Consistent release times and due dates, 45 days to complete instead of 30. Avoid due dates around holidays.

N/A

Clearer expectations and/or examples

I do not have any advice for improvement.

Offer more trainings.

Walk in the shoes of TRIO professionals for a week.

Hire more former TRIO people as readers, that should reduce the number of grants that write in outrageous plans that are not realistic or allowable (like paying for college employee in accounting, from the grant when they don't actually work for the grant). This grant gets approved while a veteran program gets defunded.

Webinars, best practices

I think it all starts with competitions being released in a timely fashion to allow for the proper writing period, and award announcement period.

N/A

n/a

NA



N/A

Ensure timely notification of the grant competition to give sufficient time to prepare and submit the grant proposal.

earlier award notice



## Veterans Upward Bound

### CORE QUESTIONS

#### Q15. Please describe how the Department could improve its website.

More timely updates about regulation changes, available trainings and and program specific guidance.

For the VUB program the ED.gov page provides the same information that we already know. What it doesn't provide is best practices, sample intake packages or forms, or anything else that is truly beneficial, especially to a newly funded program

The APR site could function better.

It is sometimes not updated for several days and sometimes the search feature does not return relevant information.

There are no improvements that I know of that can make the website better.

The retiring of a long-time employees of TRIO

Clean up some of the cluttered look of the site. It is somewhat confusing information because some of it pertains directly to VUB and some to the department of Ed as a whole.

My best recommendation is to add as more program-relevant information to the greatest extent possible. For example, Income guidelines could be clearly posted on the site (programs currently have to get this info at a different site). In addition, a robust FAQ for program guidelines and reporting requirements could be helpful, particularly for programs in their first grant cycle. Finally, prior year APRs should be accessible from the site (they may already be, but I am not presently on the site).

The website has improved over the years and it provides some good information, but often it just feels outdated. It would be great if the had a fast fact sheet that was more updated. The 2020 one has 2016 information. APR information would be cool to access too and programs overall. Also the priority and technical assistance trainings having an easily accessed schedule would be awesome!!!

Correct broken links to sites.

It would help me if the links were in a box format in order to facilitate their locations within the website.

Keep VUB content up to date.

I have no problems with the website and find it easy to use. Occasionally it's a very little bit clunky, but I'm happy with using it.

#### Q33. Please describe how we could improve the grant reporting process.



Finding information on remedial coursework for graduating Upward Bound students is difficult. Policies vary by institution, making it difficult to find and collect, and that data is not relevant for grant objectives.

It's not clear why some students remain on the list for tracking. We had a handful of students who are nearly 10 years out from their high school graduation with a PSE cohort of 9999, and you're still requiring us to report on them.

There opening date and closing date should not include holidays and weekends; only worked days Monday through Friday.

N/A

Adjust the deadlines for reporting so they are not so long after the year that is being reported on ends.

I would like some clarity about the when/why/ etc. about prior participants being removed from the data file so I can better determine if a prior participant who wants to re-enter our program can actually do so. At present, I do not sufficiently understand when a participant will become ineligible/ removed from the data file, and we see former participants sometimes years after we first served them.

It would be great if we had access to all data too, maybe not for individual programs but overall. Also instructions are not always clear and I am confused when past participants drop off my report.

Vague guidance on many of the fields leads to interpretation and data conflicts. Concise guidance on each of the required fields.

I feel comfortable with the way the process is set up now.

Be more consistent in adhering to the same time lines every year. It seems there are always delays in opening the APR.

This year was complicated due to the IPR requirement - the turnaround was too short. We took advantage of COE training to better understand how to report and solicited help from other university teammates. We were blocking time to work on the APR in November, as expected, but didn't complete it until the spring. Request an earlier and more definitive deadline.



## Contact Information

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