U.S. Department of Education

Office of the Chief Financial Officer

Fiscal Year 2019 Grantee Satisfaction Survey

Final Report
October 2019

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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 36 programs participated in the FY 2019 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 36 participating programs provided a list of grantees to be contacted for the survey. Data collection took place from May 9 to July 1, 2019 through e-mail invitations that directed respondents to an online survey. In order to increase response, reminder e-mails were sent periodically to non-responders and phone call reminders were also placed. A total of 1,485 valid responses were collected for a response rate of 47 percent. Response rates by program are shown on the following pages.

Response Rates by Program

Response rates by program are broken out into two separate tables below. Table 1 shows the programs that had a statistically valid participation rate using an 80% confidence interval of +/- 5 points. Table 2 includes those programs that did not have enough responses to meet 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 (80% confidence interval)

Program	Invites	Valid Completes	Response Rate	CSI
Developing Hispanic Serving Institutions	204	116	57%	79
Strengthening Institutions Program	200	144	72%	77
Indian Education Formula Grants to Local Education Agencies (LEAs)	200	49	25%	75
Rural Education Achievement Program (REAP)/Small, Rural School Achievement (SRSA) Program	199	83	42%	76
Child Care Access Means Parents in School	198	122	62%	82
Education Innovation and Research Programs	196	40	20%	75
Payments for Federal Property (Section 7002)	192	47	24%	83
Payments for Federally Connected Children (Section 7003)	185	50	27%	79
GEAR UP	153	71	46%	72
National Resource Centers Program	106	60	57%	77
Demonstration Grants for Indian Children/Special Projects for Indian Children	103	39	38%	61
National Professional Development Program	93	45	48%	77
RSA Vocational Rehabilitation Program	80	38	48%	49
School Climate Transformation Grants (LEA)	71	40	56%	77
21st Century Community Learning Centers	65	42	65%	74
IDEA-State Directors of Special Education (Part B)	60	30	50%	71
Adult Education and Family Literacy to State Directors of Adult Education	57	34	60%	76
Carl D. Perkins Career and Technical Education State Directors	56	26	46%	78
IDEA-Part C Infants and Toddlers with Disabilities Program	56	36	64%	69
Education for Homeless Children and Youth Program	55	29	53%	79
Grants for State Assessments	53	32	60%	75
Improving Basic Programs Operated by Local Educational Agencies – Title I	52	24	46%	59
Neglected and Delinquent State and Local Agency Programs	52	25	48%	55
Rural Education Achievement Program (REAP)/Rural and Low Income School (RLIS) Program	49	31	63%	72
Migrant Education Programs (Title I, Part C)	46	35	76%	79
Magnet Schools Assistance Program	46	29	63%	79
Expanding Opportunities Through Quality Charter Schools Program (CSP) Grants to State	39	26	67%	62
Teacher and School Leader Incentive Grants	27	19	70%	79
Native American and Alaska Native Children in School Program	17	16	94%	76
Promise Neighborhoods	11	14	79%	78
Overall	**2,924**	**1,389**	**48%**	

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Table 2: All other programs surveyed

Program	Invites	Valid Completes	Response Rate	CSI
Supporting Effective Educator Development Program	41	14	34%	68
Student Support and Academic Enrichment	51	22	43%	51
English Language Acquisition State Grants (Title III State Formula Grants)	52	21	40%	61
Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools	52	12	23%	59
Supporting Effective Instruction State Grants	52	17	33%	52
Comprehensive Literacy State Development	16	10	63%	86
Overall	**264**	**96**	**36%**	

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

Questionnaire and Reporting

The questionnaire used is shown in Appendix A. The core set of questions was developed in 2005, which has been reviewed annually. In 2019, changes were made that include the removal of questions measuring performance of the G5 Grants Management System and certain attributes related to technical assistance.

A new Trust metric was added to the questionnaire in 2019. This "future behavior" rating is a measure of the level of trust grantees have that their program office will work with them to meet their organization's needs. This new question was applicable to grantees of all participating programs and is considered an outcome of satisfaction. That is, as satisfaction increases, so too will the Trust grantees have in the Department's intentions of helping them implement their grant.

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 some 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.

Most survey years see a number of programs participate in the survey for the first time. In 2019, this list includes:

- National Resource Centers
- Child Care Access Means Parents in School
- RSA Vocational Rehabilitation Program
- Teacher and School Leader Incentive Grants
- Supporting Effective Educator Development Program
- Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools
- Expanding Opportunities Through Quality Charter Schools Program (CSP) Grants to State
- Education Innovation and Research Programs
- Magnet Schools Assistance Program
- Promise Neighborhoods

Chapter II

Survey Results

Customer Satisfaction (ACSI)

The Customer Satisfaction Index (CSI) is a weighted average of three questions: Q32, Q33 and Q34, 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 (Q32); satisfaction compared to expectations (Q33); and satisfaction compared to an 'ideal' organization (Q34).

The 2019 Customer Satisfaction Index (CSI) for the Department of Education grantees is 74, a point higher than the 2017 and 2018 measurements and its highest rating at the aggregate level.

Customer Satisfaction Index: 2006 – 2019

The chart below compares the satisfaction score of the Department with satisfaction scores from other federal grant awarding agencies recently measured and the most recent annual overall federal government average, measured in 2018. The satisfaction of the 2019 Grantee Satisfaction Survey is rated 5 points higher than the 2018 Federal Government Average and compares favorably to several similar programs that measure satisfaction among government program grantees.

Satisfaction Benchmarks

Customer Satisfaction Index - Scores by Program

Program	Score
Comprehensive Literacy State Development	86
Payments for Federal Property (Section 7002)	83
Child Care Access Means Parents in School	82
National Professional Development Program	81
Developing Hispanic Serving Institutions	79
Payments for Federally Connected Children (Section 7003)	79
Migrant Education Programs (Title I, Part C)	79
Education for Homeless Children and Youth Program	79
Teacher and School Leader Incentive Grants	79
Magnet Schools Assistance Program	79
Carl D. Perkins Career and Technical Education State Directors	78
Promise Neighborhoods	78
National Resource Centers Program	77
Strengthening Institutions Program	77
School Climate Transformation Grants (LEA)	77
Native American and Alaska Native Children in School Program	76
Adult Education and Family Literacy to State Directors	76
REAP-Small, Rural School Achievement (SRSA) Program	76
Indian Education Formula Grants to LEAs	75
Grants for State Assessments	75
i3/Education Innovation and Research	75
21st Century Community Learning Centers	74
GEAR UP	72
REAP-Rural and Low Income School (RLIS) Program	72
IDEA-State Directors of Special Education (Part B)	71
IDEA-Part C Infants and Toddlers with Disabilities Program	69
Supporting Effective Educator Development Program	68
Charter Schools Program (CSP) Grants to State Entities	62
English Language Acquisition State Grants	61
Demonstration Grants for Indian Children	61
Improving Basic Programs Operated by LEAs – Title I	59
Replication and Expansion of High-Quality Charter Schools	59
Neglected and Delinquent State and Local Agency Programs	55
Supporting Effective Instruction State Grants	52
Student Support and Academic Enrichment	51
RSA Vocational Rehabilitation Program	49

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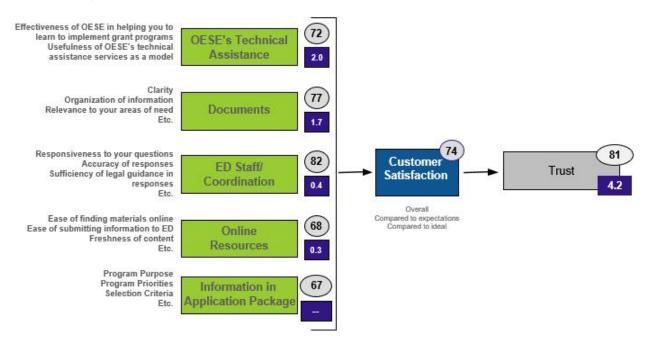 in the gray ovals alongside each driver represent performance or component scores on a 0 to 100 scale. The numbers in the blue boxes represent the strength of the effect of the component on customer satisfaction. These values represent "impacts." The larger the impact value, the more effect the component 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, added to the questionnaire in 2019, is considered a "future behavior" or "outcome" of customer satisfaction. Its score is measured independently from satisfaction or any driver. The score of 81 for Trust is an encouraging result and demonstrates the high level of confidence that many grantees have in the efforts of their grant's sponsoring office.

2019 U.S. Department of Education Grantee Satisfaction Model

An impact for the Information in Application Package component could not be calculated at the aggregate level given its low sample size relative to the total number or 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 (77 to 82), the Customer Satisfaction Index would increase by the amount of its impact, 1.7 points, (from 74 to 75.7). *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 4.2 associated with Trust implies that a 5-point improvement in Customer Satisfaction will yield a 4.2-point improvement in the Trust rating.

Drivers of Customer Satisfaction

Documents
Impact 1.7

The Documents driver continues to have a high impact on satisfaction. In 2019, Documents was rated a 77, which is a 2-point decline from the previous measurement. Three attributes experienced statistically significant declines: organization of information, sufficiency of detail to meet program needs and comprehensiveness in addressing the scope of issues faced. The clarity and relevance of the correspondence provided by program offices also declined but only by a single point for each attribute. Despite the modestly lower scores, the area of Documents still receives high marks. The decline should be viewed as an opportunity to evaluate the documentation provided to grantees to ensure that it is current and distributed in a timely fashion. With the largescale Department restructuring, certain resources are prone to contain outdated information which leads to confusion on the part of grantees. Note that Office of Postsecondary Education respondents were not asked the questions in the Documents section of the questionnaire.

Documents - Aggregate Scores

	2018 Scores	2019 Scores	Difference	Significant Difference
Documents	**79**	**77**	**-2**	**↓**
Clarity	78	77	-1	
Organization of information	80	78	-2	↓
Sufficiency of detail to meet your program needs	78	76	-2	↓
Relevance to your areas of need	80	79	-1	
Comprehensiveness in addressing the scope of issues that you face	77	75	-2	↓
Sample Size	**967**	**938**		

Arrows indicate a statistically significant difference from 2018 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D.

On the next page are the Documents scores by program. Scores range from 60 for the RSA Vocational Rehabilitation Program to an 89 for Comprehensive Literacy State Development. This is the first year that the RSA Vocational Rehabilitation Program participated in the survey so its scores in 2019 serve as their baseline.

This wide range of scores suggests that there are best practices being carried out by certain programs from which other programs could benefit. Leveraging the successes of those with the highest CSI scores and sharing best practices with those in need of assistance may serve, over time, to level out the relatively large disparity in satisfaction.

To the extent possible, programs should collaborate to identify best practices being carried out among the higher scoring programs that can be adopted by programs where the greatest room for improvement exists.

Documents - Scores by Program

Program (Documents)	Score
Comprehensive Literacy State Development	89
Education for Homeless Children and Youth Program	88
Migrant Education Programs (Title I, Part C)	86
Payments for Federal Property (Section 7002)	85
National Professional Development Program	83
Adult Education and Family Literacy to State Directors	83
Payments for Federally Connected Children (Section 7003)	83
Magnet Schools Assistance Program	81
Grants for State Assessments	80
Carl D. Perkins Career and Technical Education State Directors	79
21st Century Community Learning Centers	79
REAP-Rural and Low Income School (RLIS) Program	79
Teacher and School Leader Incentive Grants	79
Supporting Effective Educator Development Program	79
IDEA-Part C Infants and Toddlers with Disabilities Program	78
Indian Education Formula Grants to LEAs	78
Native American and Alaska Native Children in School Program	77
REAP-Small, Rural School Achievement (SRSA) Program	77
IDEA-State Directors of Special Education (Part B)	76
i3/Education Innovation and Research	74
School Climate Transformation Grants (LEA)	74
English Language Acquisition State Grants	72
Promise Neighborhoods	72
Charter Schools Program (CSP) Grants to State Entities	70
Student Support and Academic Enrichment	69
Improving Basic Programs Operated by LEAs – Title I	69
Supporting Effective Instruction State Grants	68
Demonstration Grants for Indian Children	68
Neglected and Delinquent State and Local Agency Programs	67
Replication and Expansion of High-Quality Charter Schools	65
RSA Vocational Rehabilitation Program	60
Developing Hispanic Serving Institutions	--
National Resource Centers Program	--
Strengthening Institutions Program	--
Child Care Access Means Parents in School	--
GEAR UP	--

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

OESE Technical Assistance
Impact 2.0

The OESE technical assistance driver applies only to the programs within the Office of Elementary and Secondary Education (OESE) program office that participate in the survey. For grantees of OESE programs, the technical assistance component is the most influential driver of their overall level of satisfaction. This is the first time this component has had the highest impact on satisfaction, a result that can be attributed in part to the removal of other technical assistance components of the questionnaire.

The OESE Technical Assistance score fell 2 points to 72 though the change was not enough to be considered statistically significant. Respondents rated the effectiveness of the OESE technical assistance in its ability to help grantees learn how to implement their grant programs (75) notably higher than its usefulness in serving as a model that can be replicated with their subgrantees (68).

OESE Technical Assistance - Aggregate Scores

	2018 Scores	2019 Scores	Difference	Significant Difference
OESE Technical Assistance	**74**	**72**	**-2**	
Effectiveness of OESE in helping you learn to implement grant programs	78	75	-3	
Usefulness of OESE's technical assistance services as a model	69	68	-1	
Sample Size	**550**	**526**		

Arrows indicate a statistically significant difference from 2018 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 53 to 85. Student Support and Academic Enrichment scores the lowest in 2019 while the Comprehensive Literacy State Development program rated OESE's Technical Assistance the highest. There does not seem to be any strong correlation between grant program size and OESE Technical Assistance performance evaluations. This suggests that high scores and a high level of technical assistance can be carried out across all levels of OESE's grant programs.

This particular year carried unique challenges with the organizational restructuring OESE endured. OESE staff were largely able to combat the reduced bandwidth among available staff and uphill learning curve caused by new policies, procedures and general reorganization by providing quality technical assistance. As the dust settles on the organizational changes in FY 2020, the overall technical assistance provided stands to gain strength as staff become more familiar with the new landscape.

OESE Technical Assistance - Scores by Program

Program (OESE Technical Assistance)	Score
Comprehensive Literacy State Development	85
Indian Education Formula Grants to LEAs	81
School Climate Transformation Grants (LEA)	81
REAP-Small, Rural School Achievement (SRSA) Program	80
Grants for State Assessments	80
Magnet Schools Assistance Program	79
Education for Homeless Children and Youth Program	78
21st Century Community Learning Centers	77
Migrant Education Programs (Title I, Part C)	77
Promise Neighborhoods	77
i3/Education Innovation and Research	76
REAP-Rural and Low Income School (RLIS) Program	71
Demonstration Grants for Indian Children	64
Replication and Expansion of High-Quality Charter Schools	62
Charter Schools Program (CSP) Grants to State Entities	61
Improving Basic Programs Operated by LEAs – Title I	60
English Language Acquisition State Grants	59
Supporting Effective Instruction State Grants	58
Neglected and Delinquent State and Local Agency Programs	57
Student Support and Academic Enrichment	53
Native American and Alaska Native Children in School Program	--
National Professional Development Program	--
Adult Education and Family Literacy to State Directors	--
Carl D. Perkins Career and Technical Education State Directors	--
Developing Hispanic Serving Institutions	--
National Resource Centers Program	--
Strengthening Institutions Program	--
Child Care Access Means Parents in School	--
GEAR UP	--
IDEA-State Directors of Special Education (Part B)	--
IDEA-Part C Infants and Toddlers with Disabilities Program	--
RSA Vocational Rehabilitation Program	--
Payments for Federal Property (Section 7002)	--
Payments for Federally Connected Children (Section 7003)	--
Teacher and School Leader Incentive Grants	--
Supporting Effective Educator Development Program	--

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

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Online Resources
Impact 0.3

The Online Resources score decreased 5 points in 2019, signaling a need to investigate the reasons for the lower evaluations of the ED.gov website and putting plans into place to reverse the decline. All attributes fell in uniform fashion, moving either 4 or 5 points lower than in the previous survey wave. Grantees reported a more difficult time navigating the site, leading to a decreased ability to accomplish their intended tasks. The website's resources should be reviewed to ensure that outdated or obsolete materials are purged and replaced with relevant and current content. The extensive reorganization of the Department is likely a factor in the lower scores for this component. Making sure that grantees know where to direct questions related to the website and the Online Resources available to them is key to making sure this aspect of the grantee experience is a benefit and not a hindrance. With a new OESE website forthcoming, grantee comments in Appendix C of this report should be reviewed for an in-depth look at what grantees like about the current online materials and where there are areas of opportunity for improvement.

Despite the relatively low impact for this driver, the website does warrant attention as further declines could increase its impact value and have a pronounced negative effect on grantee satisfaction.

Online Resources - Aggregate Scores

	2018 Scores	2019 Scores	Difference	Significant Difference
Online Resources	**73**	**68**	**-5**	**↓**
Ease of finding materials online	72	67	-5	↓
Freshness of content	73	68	-5	↓
Ability to accomplish what you want on the site	73	68	-5	↓
Ease of reading the site	74	70	-4	↓
Ease of navigation	73	68	-5	↓
Sample Size	**1,429**	**1,392**		

Arrows indicate a statistically significant difference from 2018 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D.

There is evidence of very beneficial Online Resources as the program-level score reaches as a high 83 for the Comprehensive Literacy State Development program. Grantees of three other programs gave a score of 80 or above for this driver. An in-depth evaluation of the sites grantees are using is particularly prudent among the programs receiving a score in the 40s or 50s.

Online Resources - Scores by Program

Program (Online Resources)	Score
Comprehensive Literacy State Development	83
Payments for Federal Property (Section 7002)	81
Carl D. Perkins Career and Technical Education State Directors	80
Migrant Education Programs (Title I, Part C)	80
Payments for Federally Connected Children (Section 7003)	75
Magnet Schools Assistance Program	75
Grants for State Assessments	74
National Professional Development Program	73
Developing Hispanic Serving Institutions	71
Indian Education Formula Grants to LEAs	71
REAP-Rural and Low Income School (RLIS) Program	70
REAP-Small, Rural School Achievement (SRSA) Program	70
Teacher and School Leader Incentive Grants	70
Strengthening Institutions Program	69
21st Century Community Learning Centers	69
Education for Homeless Children and Youth Program	69
i3/Education Innovation and Research	69
Adult Education and Family Literacy to State Directors	68
Native American and Alaska Native Children in School Program	67
Supporting Effective Educator Development Program	67
School Climate Transformation Grants (LEA)	67
IDEA-Part C Infants and Toddlers with Disabilities Program	66
National Resource Centers Program	65
Child Care Access Means Parents in School	65
GEAR UP	64
IDEA-State Directors of Special Education (Part B)	64
Promise Neighborhoods	63
English Language Acquisition State Grants	61
Student Support and Academic Enrichment	60
Demonstration Grants for Indian Children	59
Neglected and Delinquent State and Local Agency Programs	58
Charter Schools Program (CSP) Grants to State Entities	57
Improving Basic Programs Operated by LEA – Title I	55
Replication and Expansion of High-Quality Charter Schools	55
RSA Vocational Rehabilitation Program	53
Supporting Effective Instruction State Grants	47

ED Staff/Coordination
Impact 0.4

The ED Staff/Coordination driver fell 3 points but maintains a very strong score of 82. This is a particularly positive result considering the reorganization of the Department, increasing the need for administrative guidance. While the score changes for all attributes are statistically significant, this component does not stand out at the aggregate level as an area of the grantee experience that needs significant change. The accuracy of responses is again a key strength of the federal staff grantees interact with, evidenced by its 2019 score of 86.

ED Staff/Coordination - Aggregate Scores

	2018 Scores	2019 Scores	Difference	Significant Difference
ED Staff/Coordination	**85**	**82**	**-3**	**↓**
Knowledge of relevant legislation, regulations, policies, and procedures	88	83	-5	↓
Responsiveness to your questions	84	80	-4	↓
Accuracy of responses	88	86	-2	↓
Sufficiency of legal guidance in responses	86	82	-4	↓
Consistency of responses with ED staff from different program offices	85	80	-5	↓
Collaboration with other ED programs or offices in providing relevant services	86	80	-6	↓
Sample Size	**1,367**	**1,406**		

Arrows indicate a statistically significant difference from 2018 scores at 90 percent level of confidence. For an explanation of significant differences in scores between years, see Appendix D.

The range of ED Staff/Coordination scores range from the lowest score of 62 for Student Support and Academic Enrichment to the highest score of 94 achieved by the National Resource Centers Program. With no program recording a score of less than 60 and only five programs below 70, the support provided by senior level federal staff is meeting or exceeding the needs of grantees across nearly the entire Education Department grant program landscape.

The organizational restructuring has very likely played a role in the decline this year as personnel has changed as have policies and procedures. This can cause a compounded issue where more guidance is needed by grantees while new ED staff are simultaneously being reassigned and may not have as firm a grasp on the legislation, guidelines and protocols associated with each program.

ED Staff/Coordination - Scores by Program

Program (ED Staff/Coordination)	Score
National Resource Centers Program	94
Comprehensive Literacy State Development	92
Payments for Federal Property (Section 7002)	90
Carl D. Perkins Career and Technical Education State Directors	89
Payments for Federally Connected Children (Section 7003)	88
Education for Homeless Children and Youth Program	87
National Professional Development Program	86
Indian Education Formula Grants to LEAs	86
Migrant Education Programs (Title I, Part C)	86
Adult Education and Family Literacy to State Directors	85
21st Century Community Learning Centers	85
Native American and Alaska Native Children in School Program	84
Developing Hispanic Serving Institutions	84
Strengthening Institutions Program	84
IDEA-State Directors of Special Education (Part B)	84
REAP-Rural and Low Income School (RLIS) Program	84
Grants for State Assessments	84
i3/Education Innovation and Research	84
Magnet Schools Assistance Program	84
Child Care Access Means Parents in School	83
REAP-Small, Rural School Achievement (SRSA) Program	83
IDEA-Part C Infants and Toddlers with Disabilities Program	82
Teacher and School Leader Incentive Grants	81
Promise Neighborhoods	81
Supporting Effective Educator Development Program	80
Improving Basic Programs Operated by LEAs – Title I	75
School Climate Transformation Grants (LEA)	75
English Language Acquisition State Grants	74
Supporting Effective Instruction State Grants	72
Charter Schools Program (CSP) Grants to State Entities	72
GEAR UP	70
Demonstration Grants for Indian Children	68
Neglected and Delinquent State and Local Agency Programs	68
Replication and Expansion of High-Quality Charter Schools	65
RSA Vocational Rehabilitation Program	64
Student Support and Academic Enrichment	62

Information in Application Package

Only respondents representing the Office of Postsecondary Education (OPE) program were asked about the information in the application package. This component's score significantly increased in 2019 to a very impressive score of 87. While this has historically been a very high scoring driver, the rating of 87 matches its highest level and gives OPE staff confidence that the application packages provide comprehensive information that is clear to understand. The result of higher scores for all related Application Package attributes is evidence that past survey results were used to inform where changes could be made.

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

Information in Application Package - Aggregate Scores

	2018 Scores	2019 Scores	Difference	Significant Difference
Information in Application Package	**82**	**87**	**5**	**↑**
Program Purpose	83	88	5	↑
Program Priorities	83	88	5	↑
Selection Criteria	81	85	4	↑
Review Process	78	82	4	↑
Budget Information and Forms	79	82	3	↑
Deadline for Submission	86	91	5	↑
Dollar Limit on Awards	83	88	5	↑
Page Limitation Instructions	82	87	5	↑
Formatting Instructions	79	85	6	↑
Program Contact	85	90	5	↑
Sample Size	**269**	**414**		

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

At the program level, the ratings of the Information in the Application Packages ranged from 82 for GEAR UP to 88 for the Developing Hispanic Serving Institutions and Child Care Access Means Parents in School programs.

Information in Application Package - Scores by Program

Program (Information in Application Package)	Score
Developing Hispanic Serving Institutions	88
Child Care Access Means Parents in School	88
Strengthening Institutions Program	87
National Resource Centers Program	86
GEAR UP	82
Native American and Alaska Native Children in School Program	--
National Professional Development Program	--
Adult Education and Family Literacy to State Directors	--
Carl D. Perkins Career and Technical Education State Directors	--
IDEA-State Directors of Special Education (Part B)	--
IDEA-Part C Infants and Toddlers with Disabilities Program	--
RSA Vocational Rehabilitation Program	--
Supporting Effective Instruction State Grants	--
21st Century Community Learning Centers	--
Payments for Federal Property (Section 7002)	--
Payments for Federally Connected Children (Section 7003)	--
Comprehensive Literacy State Development	--
Indian Education Formula Grants to LEAs	--
Migrant Education Programs (Title I, Part C)	--
Education for Homeless Children and Youth Program	--
Student Support and Academic Enrichment	--
Improving Basic Programs Operated by Local Educational Agencies – Title I	--
English Language Acquisition State Grants	--
REAP-Rural and Low Income School (RLIS) Program	--
REAP-Small, Rural School Achievement (SRSA) Program	--
Grants for State Assessments	--
Teacher and School Leader Incentive Grants	--
Supporting Effective Educator Development Program	--
Replication and Expansion of High-Quality Charter Schools	--
Charter Schools Program (CSP) Grants to State Entities	--
i3/Education Innovation and Research	--
Magnet Schools Assistance Program	--
Promise Neighborhoods	--
Demonstration Grants for Indian Children	--
Neglected and Delinquent State and Local Agency Programs	--
School Climate Transformation Grants (LEA)	--

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

CFI Group

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, 88% responded 'Agree' or 'Strongly Agree'. This includes 37% of grantees who fall into the 'Strongly Agree' category, the largest share of respondents selecting this option in the history of the survey. As in the past, only about one in ten respondents disagreed or strongly disagreed.

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

Chapter III

Summary and Recommendations

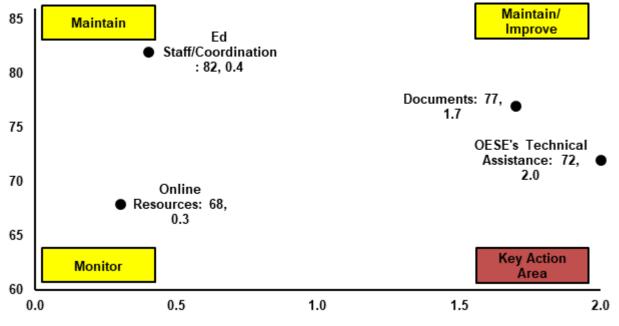The overall ACSI score of 74 marks the highest level of grantee satisfaction recorded by the survey since its inception in 2007. The 1-point improvement since last year continues a positive upward trend in satisfaction that dates back to 2015 when ACSI was 5 points lower at 69. In order to identify key opportunities for continued improvement, components of the program experience that are associated with relatively lower scores coupled with higher impacts should be considered key action areas, as improvements in these aspects are likely to yield relatively greater increases in the overall level of satisfaction.

The chart below shows the performance and impact of each driver area. Thus, those areas in the lower right-hand quadrant of the grid have the highest impact and are lower performing relative to other scores. Driver areas in this quadrant are considered key action areas. Lower scoring, lower impact driver areas are in the lower left-hand quadrant and should be monitored for slippage in score rather than targeted for improvement since improvements will not yield sizable gains in satisfaction. Higher scoring, lower impact driver areas in the upper left-hand quadrant are ones where current level of performance should be maintained rather than targeted for improvement. Lastly, those driver areas in the upper right-hand quadrant are ones where improvements would impact satisfaction but may not be practical to achieve since performance is already at a high level.

Performance and Impact of Driver Areas

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

Components that approach the lower right-hand quadrant indicate an area with a relatively low score and high impact, making efforts for improving these aspects more of a priority. For most programs, Documents approaches the Key Action Areas quadrant. For OESE programs, it is the Technical Assistance provided that should be considered a Key Action Area, where improvement efforts are expected to have the greatest impact on driving satisfaction even higher.

Key Action Areas

The Documents section of the questionnaire applies to all Offices other than OPE. The grantees who rated Documents generally gave the correspondence very favorable evaluations leading to its strong overall score of 77. Along with this score, the data analysis reveals an impact value of 1.7 for this driver, which qualifies it as a Key Action Area for many programs. The lowest Documents attribute rating is associated with the comprehensiveness in addressing the scope of issues faced by grantees. Reading through the verbatim feedback left by respondents to ensure that each program's grantees are getting current and topical correspondence sent to them is important in maintaining or improving upon this influential area. Keeping the communication clear and direct is also helpful to grantees and has been a strength across the Department in recent years.

For OESE programs, the Technical Assistance provided was found to be particularly influential on overall satisfaction. OESE staff do a good job of helping grantees learn to implement their programs through the technical assistance they provide. Responding quickly and finding specific techniques that will be most beneficial at the grant level can help drive this score even higher. Additionally, OESE leadership should look for ways to carry out their technical service in a way that can be adopted by programs as a model for when they in turn provide technical assistance to their grantees.

Monitor

The Online Resources component appears in the Monitor quadrant of the priority matrix chart. Its relatively low score makes it an area that needs to be monitored and evaluated for "quick wins" that can improve the score to a level commensurate with most of the other key aspects of the grantee experience. Its low impact value keeps the driver outside of the Key Action Areas for now, but any further declines could increase its impact and have a pronounced negative effect on satisfaction. Ensure that content available on the ED.gov website is current, the homepage kept decluttered and links with commonly sought-after resources displayed prominently.

Maintain

Consistently the highest rated driver of satisfaction, the Ed Staff/Coordination remains an important area to maintain to keep the CSI score from slipping lower. There was a slight decline in this driver's score in 2019 but its high score and low impact relative to the other components keep ED Staff/Coordination in the Maintain category. Extensive improvements will be more difficult to achieve and any increases in driver score are not likely to yield significant improvements in satisfaction.

Results by Program

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

Office of English Language Acquisition (OELA)

Native American and Alaska Native Children in School Program

The Native American and Alaska Native Children in School Program satisfaction was rated a very strong 76 in the 2019 survey. This is a 13-point decline from the previous measurement but given this program's relatively small number of responses, some volatility in the year-to-year changes should be expected. Of particular note for this program's 2019 results is that 16 of 17 grantees invited to the survey completed the online questionnaire, giving a nearly perfect degree of confidence in the results being representative of the complete grantee population. Ratings of the support provided to grantees by federal staff are summarized by the ED Staff/Coordination component and its score of 84 shows continued strong performance in this area. Staff are responsive, clear in their guidance and provide accurate information to grantees seeking assistance. The Online Resources made available to grantees through the ED.gov website were rated a 67 and present an opportunity for improvement as this year's score represents a 17-point decline from a year ago. Improving the navigation of the site and keeping the available content current should be the focus of improvement efforts. The technical assistance provided by the OELA office and the program officer were each rated 78, demonstrating a level of assistance that meets or exceeds grantee expectations in most cases. The usefulness of the NCELA website was rated a 77 but the usefulness of the OELA Facebook page scored a 53. If the Facebook page is meant to be a primary source of information going forward, more attention should be paid to keeping it up-to-date and more efficiently promoted to grantees.

National Professional Development Program

Satisfaction among National Professional Development Program grantees increased for the second consecutive year, this time a 4-point rise to a score of 81. This makes it the fourth highest rated program in the 2019 survey. Like many other programs, its highest rated driver is ED Staff/Coordination, as federal staff do a great job of providing accurate responses to questions and also carry out very effective collaboration with other ED programs or offices in providing relevant services. In fact, this collaboration rating of 91 was the second highest score for this attribute among all surveyed programs and indicates other programs could investigate the protocols NPD has in place to learn best practices that lead to positive collaborative outcomes. The high impact driver Documents, which measures the correspondence and other written resources made available to grantees, was rated an 83. This impressive score illustrates that the correspondence coming from NPD is relevant, well organized and easy for grantees to understand. Based on this positive result, no significant changes to the documentation issued by the program are recommended at this time. The usefulness of the NCELA website was rated an 82 while the usefulness of the OELA Facebook page was rated much lower at 69. More attention should be paid to the Facebook page if it is intended to be a resource for program grantees to gather information or get questions answered. The overwhelmingly positive survey results for NPD lead to the level of trust grantees have in OELA working to meet their organization's needs being rated a 93, verification of a strong relationship between program staff and their grantees. The following grantee comment summarizes much of the feedback provided by this program's respondent in 2019: "The KMS system is vastly improved and easier to work with. That Webinar was AMAZING!"

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

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

Grantees of the Adult Education and Family Literacy program rated their satisfaction a 76. This is a 1-point improvement from a year ago and the highest satisfaction score for this program since 2013. The score of 85 for ED Staff/Coordination demonstrates federal staff are providing efficient and helpful information to grantees reaching out for assistance. ED personnel are rated highest for their

responsiveness and knowledge of relevant legislation, regulations, policies and procedures. The Adult Ed program also received very strong scores for the Documents ratings, which consist of positive evaluations for attributes related to the written correspondence provided to grantees. The written resources distributed by this program provide clear direction, are well-organized and include relevant information to help guide grantees through a variety of topics related to their grant. Online Resources receive the lowest driver rating of 68, which is a 7-point decline from a year ago. An evaluation of the ED.gov website resources that pertain to Adult Ed should be done to ensure that the content is current and commonly used pages or tools are easy to find. The federal monitoring process as it relates to AEFLA grants is seen as well organized and provides adequate pre-planning guidance. The use of state peer reviewers in the federal monitoring process is also seen as being highly effective as this attribute was rated a 91 in its initial measurement. Additional scores to the custom AEFLA questions asked on the survey can be found in Appendix B.

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

Carl D. Perkins Career & Technical Education Program grantee satisfaction fell 1 point in 2019 but maintains a very positive score of 78. Additionally, the rating of 92 for how much grantees trust that OCTAE personnel are working to meet their organization's needs demonstrates the strong relationship CTE grantees have with the Department. Overall satisfaction is bolstered by impressive driver scores all around. ED Staff/Coordination, a measurement of the interactions had with federal staff, is rated an 89. The written correspondence provided to grantees is measured by the Documents driver, which scored a 79 and Online Resources was rated an 80. The Online Resources score is particularly notable as this is the third highest rating of the program resources available on the ED.gov website. Grantees were very complimentary of the ease of finding their way around the site and being able to accomplish what they set out to do when visiting. In general, all survey ratings among CTE grantees were highest for those who have been a state director for less than a year and those who have held the position for more than three years. In the custom question section of the survey, CTE directors were asked the Consolidated Annual Report (CAR) and the Perkins Collaborative Research Network (PCRN). The user friendliness of the CAR was rated a 72 while the usefulness of the PCRN was scored an 84. Looking for ways to make the CAR more intuitive for grantees to interpret is likely to have a bigger effect than would improvement efforts geared toward the PCRN.

Office of Postsecondary Education (OPE)

Developing Hispanic Serving Institutions

Developing Hispanic Service Institutions grantee satisfaction was rated a 79 in 2019. This is a 7-point improvement from a year ago and an all-time high for the program. The Information in Application Package was rated an 88, with attribute scores in the 90s for how easy it was to understand the deadline for submission, dollar limits on awards and page limitation instructions. If there is any area in which to improve the Information in Application Package driver, it likely exists in providing clearer instructions around the Budget Information and Forms, which was the lowest scoring attribute in this area. The Online Resources driver increased its rating 1 point to 71. The modest improvement is impressive in a year when many other programs experienced a decrease in the evaluations of the resources available on the ED.gov website. The majority of respondents (61%) said they interact with Hispanic Serving Institutions staff a few times a year, and just over a third (34%) reported monthly interactions. Satisfaction and its drivers are rated lower among those contacting more frequently, likely as a result of encountering a higher number of issues that require program staff assistance. A higher prevalence of issues faced is likely to cause lower evaluations of several aspects of the grant experience. Custom questions asking DHSI grantees about the technical assistance they receive from the HSI division reveals very strong scores in the mid-80s for attributes such as responsiveness, clear communication and timely resolution of issues. In the interest of making the online materials even more useful and keeping grantees more informed, one respondent suggested that the "website could provide direct links to webinars and also a potential newsletter available for recipients to receive on a weekly or monthly basis."

National Resource Centers Program

Grantees of the National Resource Centers Program rated their satisfaction a 77 in their first year of survey participation. This high level of satisfaction is bolstered by overwhelmingly positive evaluations of ED Staff/Coordination (94) and the Information in Application Package (86) components. The interactions with senior NRC officers are at an optimal level, with no real opportunity to improve on the mid-90s score. Likewise, any gains in the rating of the application package will be marginal given its high score. If opportunities for improvement exist, they likely lie in making the Budget Information and Forms as well as the Review Process sections clearer as these were the lower rated attributes, though only in relative terms. The third driver of satisfaction, Online Resources, stands out as having a lower score and thus, is likely the strongest candidate for targeted improvements efforts to boost grantee satisfaction. The component rating of 65 is made up of attribute scores also in the mid-60s, for elements such as the ease of navigation, freshness of content and ease of finding materials online. A review of the NRC materials available on the ED.gov website can be performed to ensure that outdated or obsolete resources are deleted and that the pages grantees visit are free of clutter. Website users want clean looking pages with quick links to visit common subsections of the website. The custom section of the questionnaire asked NRC grantees about the level of technical assistance they have received from their NRC program officer. These questions yielded extremely high ratings primarily in the 90s.

Strengthening Institutions Program

Satisfaction among Strengthening Institutions Program grantees was a 77 in 2019 – a significant 13-point improvement from the previous year's measurement. The score increases were observed throughout the survey, with improvements in all three drivers as well. ED Staff/Coordination rose 2 points to a score of 84, Online Resources was rated 6 points higher at 69 and the Information in Application Package rating improved 3 points to 87. Grantee comments speak of some initial glitches with the rollout of a new reporting system but that those issues have been resolved. Now, operations are moving more smoothly and when program officers are contacted the response has been swift and helpful. Continuing with prompt replies that are accurate and consistent will reinforce the improved performance in 2019. The custom question section of the questionnaire asked SIP grantees to rate the quality of the post-award guidelines and performance reports. The quality of each was rated higher than a year ago, though the increase was more pronounced for the post-award guidelines (78, +9) than for the performance reports (69, +3). The majority of respondents (65%) said they interact with Strengthening Institutions Division staff a few times a year and another 24% said they interact monthly. When asked about the information received from the SIP office over the past year, the overwhelming majority (88%) said it has been consistent. This group rated satisfaction an 80, compared to a score of 54 for the 12% who said the information received has not been consistent. When asked about the post-award guidance and performance reports, one grantee remarked that "In regard to performance reports, deadline, contact information, and email reminders were clear and consistent. What was unclear was formatting and templates. I was unsure how they wanted to receive budget information (e.g., Excel document, Word document, etc.)"

Child Care Access Means Parents in School

Satisfaction was rated an 82 by grantees of the CCAMPIS program in its first year of participating in the survey. This impressive result ranks it third in satisfaction among all programs participating in 2019. The Information in Application Package was rated an 88, with especially high marks for understanding the Deadline for Submission (93) and Program Contact (90) sections. The ED Staff/Coordination also scored very well at 83. Opportunities to drive this component score even higher include improving the consistency of responses with ED from different program offices and prioritizing quick response times when grantees reach out for assistance. The final driver, Online Resources (65), was the lowest rated driver by a wide margin. This evaluation of the CCAMPIS resources available on the ED.gov website illustrates some opportunities to improve the ease of finding materials on the site as well as the freshness of the content by purging outdated information. The website should usher grantees through a decluttered homepage to the specific information being sought after. Presenting clear links to commonly used tools and informative materials is the first step in creating a pleasant and intuitive user experience. A respondent gives voice to the need for these updates: "Make the website simpler. Too many steps to access material. Most current information is not always reflective on site." Ninety-three percent of CCAMPIS grantees said that their institution's leadership provides the required support for them to

successfully implement their grant. These respondents provided ratings on the survey generally 10-20 points higher than the 7% who do not receive sufficient support.

GEAR UP

Grantees of the GEAR UP program rated their satisfaction a 72, a 5-point improvement since its last measurement in 2015. The Information in Application Package was the highest rated driver at 82. The Deadline for Submission (90) was the highest rated attribute, while the Review Process (74), Page Limitation Instructions (78) and Formatting Instructions (78) were rated relatively lower and present an opportunity for improvement. ED Staff/Coordination was rated a 70, which places it toward the lower end of the spectrum across all programs measured this year. Improvement efforts should be focused on ensuring that senior GEAR UP officers are providing consistent information and are able to collaborate with other ED programs or offices in providing relevant services. ED staff responsiveness and general knowledge of relevant topics are relative strengths, but these attributes still have room for improvement and doing so should be expected to boost satisfaction higher. Online Resources, rated a 64, is the lowest rated driver and would benefit from replacing outdated materials with fresh content on the GEAR UP section of the ED.gov website. Additionally, the navigation of the site could be improved by using bold titles for the subdivision headings to draw the user's eye and make using the site more intuitive. A grantee summarizes the website experience by saying "US ED site reflects old data and technology and is hard to navigate around as the regulations are hard to find and sort." A review of the data shows that satisfaction and the ED Staff/Coordination ratings are particularly high among GEAR UP grantees who have been in their role for less than a year. The scores decline slightly for those with one to ten years of experience, and then fall sharply for the most tenured group of ten years or more. It is important to have senior staff available for experienced grantees who only need to reach out for assistance with complex issues they are not able to answer on their own.

Office of Special Education and Rehabilitative Services (OSERS)

IDEA – State Directors of Special Education (Part B)

After three consecutive increases, State Directors of Special Education rated their satisfaction with the program lower in 2019. This year's score of 71 is a 4-point decline from a year ago and comes as a result of lower scores for all three drivers. Despite the decrease, the ratings are still quite positive, and the takeaway should be that efforts can be made to alleviate the decline and put good practices into place that will lead to improved ratings moving forward. ED/Staff Coordination was rated an 84, led by strong performance in the responsiveness and accuracy in responses. The Documents rating, which is an evaluation of the written correspondence provided to grantees, was a 76. Its highest rated attribute came for the relevance of the written materials, their clarity and organization. Ratings were slightly lower in the areas of sufficiency of detail and comprehensiveness in addressing the scope of issues faced. The other driver, Online Resources, was rated a 64. This measurement of the program's resources on the ED.gov website shows an opportunity for improvement in the ease of navigation and helping users accomplish carry out their goals of visiting the site. Presenting a decluttered main page with clearly presented links to frequently visited website tools and materials will help streamline the grantee experience online. Custom questions were asked of this program's grantees at the end of the survey. The ratings and open-ended feedback provided to these questions can be reviewed in Appendices B and C.

IDEA – Part C Infants and Toddlers with Disabilities Program

Satisfaction among Lead Agency Early Intervention Coordinators declined 3 points from its previous measurement for a 2019 score of 69. This slight decline is associated with lower scores for ED Staff/Coordination and Online Resources. The ED Staff/Coordination driver fell 6 points but maintains a strong rating of 82. Senior ED staff are rated highest for their accuracy of responses (85) and lowest for the quality of collaboration had with other ED programs or offices in providing relevant services (79). The grantee experience using the ED.gov website was rated marginally lower in 2019 at 66, a 3-point decline from the previous measurement. While the navigation and ease of reading the site actually improved slightly, the overall Online Resources declines comes as a result of lower scores for the freshness of content and the ability to accomplish intended tasks when visiting the site. Removing outdated content and replacing with current materials should be the priority in the effort to improve the Online Resources

rating. One grantee suggested the need to "improve functionality and ease of finding information, navigation and linking to other TA websites." Grantee ratings were markedly lower among those who have been in their role for one to three years. In the custom question section of the survey, grantees were asked to rate the clarity of information received in developing applications and reports as well as the timeliness of responses by the Monitoring and State Improvement Planning (MSIP) Division. Each of these ratings declined 5 points from a year ago though maintain positive scores on the mid- to high-70s. Ensuring that MSIP state contacts reply promptly to requests for assistance and work with grantees until issues are fully resolved will improve these scores and boost overall satisfaction.

RSA Vocational Rehabilitation Program

Grantees of the RSA Vocational Rehabilitation Program were included in the survey for the first time. Their satisfaction was rated a 49, indicating a need for improvement as this is the lowest program rating in 2019. The driver scores range from 53 for Online Resources to 64 for ED Staff/Coordination. Online Resources can be improved by focusing on purging outdated resources and replacing with fresh content. The ease of navigation can be improved by presenting a decluttered home page with clear links to commonly used resources. The priority should be on making the user experience intuitive rather than attempting to place as much material as possible on the main pages of the website. Additionally, there are multiple mentions within the open-ended feedback that tell of difficulty in locating the RSA link on the ED.gov website. Look to make the path to this program's specific content more intuitive and eliminate the "loop" grantees speak of that keeps them on the main homepage or OSERS site. The Documents driver, which measures the quality of the written correspondence provided to grantees, was rated a 60. The materials are rated positively for their relevance to the grantees' areas of need (70) but score lower for their sufficiency of detail (54) and comprehensiveness (53). ED Staff/Coordination was the highest rated driver but could benefit from increased collaboration with other ED programs or offices and more prompt replies from senior ED staff. Any "quick wins" like better response time should be taken advantage of but evaluating the grantee experience on the website in an effort to present an efficient process for accessing RSA content should be the main focus of improving satisfaction.

Office of Elementary and Secondary Education (OESE)

Supporting Effective Instruction State Grants

Satisfaction fell 6 points among grantees of the Supporting Effective Instruction State Grants program. This is the second consecutive year where satisfaction has fallen by 6 points for this program and signals a need to put new policies and procedures into place to initiate a rebound in satisfaction so that the grants' intentions can be effectively carried out. The clear candidate for where to prioritize improvement efforts are the Online Resources through the ED.gov website. This driver score declined 17 points since last year to a score of 47. Furthermore, this rating has declined from a strong score of 70 since the 2017 measurement. The navigation of the site to find this program's materials is in need of a refresh making the process of using the site more intuitive for grantees. At present, the site is seen by many as simply a repository of documents, many of which are outdated and the content that is current is difficult to find either through website navigation or using the search function. This results in confusion on the part of grantees and increases the frequency with which they reach out to program staff directly for assistance. The ED/Staff Coordination component, which measures the performance of senior department staff, fell 6 points to a 72. While elements of the assistance they provide, like the sufficiency of detail and consistency of responses increased, the responsiveness score fell 14 points from a year ago. This demonstrates that staff are well equipped with the knowledge and skills to assist grantees but perhaps because of a large volume of requests, are unable to respond as promptly as grantees would like. Improving the online experience for grantees so that a larger share of the information they need can be self-served will alleviate the pressure on Department staff and lead to a more satisfactory grantee experience.

21st Century Community Learning Centers

21st Century Community Learning Centers grantee satisfaction increased 6 points to a score of 74 in 2019. This is now the fifth consecutive year of an increase in satisfaction, improving a total of 21 points since a low score of 53 in 2014. Persistent improvement in the content provided to grantees and the

guidance delivered by dedicated program staff have paved the way for this significant rise in satisfaction. ED Staff/Coordination was rated an 85, with very impressive scores for the accuracy (90) and consistency of responses (86). The Documents driver, which measures the quality of the written correspondence made available to grantees, was rated a 79. This is a 6-point increase from a year ago. Like satisfaction, this component has improved its score each of the past four years. In 2019, its highest marks are for the content's relevance (83), organization (82) and clarity (80). Following the pattern of the positive trends, OESE's Technical Assistance also improved in 2019. Grantees rated the effectiveness of OESE in helping them implement grant programs an 81, the highest rating for this attribute for this program since the inception of the survey. In the custom question section of the survey, grantees of this program were asked to rate the likelihood of recommending the 21st CCLC's You for Youth (Y4Y) website. With an overall rating of 91, it is clear that grantees find the website very valuable and a real asset to the program. A full listing of the ratings to the custom questions can be found in Appendix B.

Payments for Federal Property (Section 7002)

Satisfaction among grantees of the Payments for Federal Property program was rated an 83, a 6-point increase from a year ago. This also represents its highest satisfaction level over the course of the survey and the second highest satisfaction score of any program for the 2019 survey. This high level of satisfaction is driven by positive scores across all key components of the grantee experience. There is no real room for improvement in the area of ED Staff/Coordination as this component was rated a 90 for the second consecutive measurement. Senior level Department staff do an excellent job of responding to grantee questions promptly, with accurate guidance that effectively informs those needing assistance. The Documents driver was rated an 85, with strong scores all around in terms of the written correspondence delivered to grantees. Online Resources continue to be an asset to this program's grantees with a score of 81. In a time where the Online Resources made available on the ED.gov website is a relative pain point for many programs, the structure and content of these materials for the Payments for Federal Property program could serve as a model for other programs to emulate. Open-ended feedback to custom questions asked of this program's grantees include mentions of quicker wait times for grant funds to be issued and strong communication from program staff that keep grantees informed. Program staff should continue to prioritize quick responses that provide grantees with comprehensive information. Grantees were also complimentary of the webinars and other educational resources with one respondent saying "all presentations and webinars have been informative. I especially like the semi-annual conferences of which I have attended 8 over my 18 years." The success of this program's customer service is a great example of how carrying out dedicated assistance and responding to grantees to meet their needs leads to higher satisfaction and more effective use of the program's funds. A full read-out of the verbatim feedback collected can be found in Appendix C.

Payments for Federally Connected Children (Section 7003)

Satisfaction of Payments for Federally Connected Children program grantees increased 4 points to a rating of 79. This program's satisfaction has enjoyed an upward trend dating back to 2014 and 2015 when it was rated a 64. The 2019 increase comes as a result of continued improvement in the ED Staff/Coordination and Documents drivers. Federal staff provide accurate information and respond to grantees quickly. This combination almost always results in a strong ED Staff/Coordination score and in turn, high satisfaction. The written correspondence provided to grantees is another strength for this program. The materials made available are well organized, relevant to grantees' areas of need and easy to understand. No major changes should be made to the Documents content at this time. Online Resources was rated a 75 for the second consecutive year. This positive score puts it in the top five program-level ratings for 2019. In looking for ways to further enhance the user experience on the ED.gov website, consider the addition of a simple user guide to walk grantees through the application process (suggested by a survey respondent). The online payment calculator appears outdated and should be refreshed if this is the case. In the custom question section of the survey, just under half (44%) of respondents said that their school district has been contacted by Impact Aid in the past year regrading a field review. A full listing of the ratings and responses, including open-ended feedback, to the custom questions can be found in Appendices B and C.

Comprehensive Literacy State Development

Grantees of the Comprehensive Literacy State Development program rated satisfaction an 86, a 4-point improvement from the previous measurement and the single highest satisfaction score at the program-level in 2019. This is especially remarkable considering that this program's grantees rated satisfaction as low as 45 in 2014 and 2015. While sample sizes are low for this program, the magnitude of that increase demonstrates real change that has benefitted grantees leading to this high level of satisfaction. ED Staff/ Coordination was rated a 92, supported by exceptional scores for all attributes including accuracy of responses (94), knowledge of relevant legislation/regulations/policies/procedures (92) and consistency of responses (92). Documents was rated an 89, illustrating the exceedingly useful correspondence made available to this program's grantees. The content is clear, well-organized and relevant to areas of need. The Online Resources are also rated very favorably, supported by open-ended feedback that indicates an intuitive experience for grantees when visiting the website. The custom question section of the survey asks this program's grantees to rate the helpfulness of their program officer in providing various types of technical assistance. These scores are also very high, ranging from 84 to 93. Open-ended feedback collected mentions the desire to receive additional technical assistance related to evidence-based practices from meetings and Communities of Practice events. Taking advantage of this feedback by asking what specific questions grantees have so they can be directly addressed will show that program staff are actively listening to the feedback and working to make further improvements.

Indian Education Formula Grants to Local Education Agencies

Indian Education Formula Grants to LEAs grantees rated their satisfaction a 75, a 1-point improvement from the previous measurement. The highest rated driver for this program was ED Staff/Coordination, with a score of 86. This demonstrates the exemplary performance of federal staff working with grantees to provide prompt replies, accurate information and a willingness to work to find all necessary information to ensure that grants are being carried out effectively. OESE's Technical Assistance was rated an 81, which is a 3-point improvement from a year ago. The ratings associated with the custom questions asked of this program's grantees are also very positive as they relate to technical assistance evaluations. The technical support received by grantees was rated an 85 for its timeliness and an 84 for its quality. The Online Resources score fell 8 points to 71. The user experience on the ED.gov website can be improved by decluttering the main pages and presenting clear links to the most commonly used resources. The ease of navigation fell 12 points, more than any other attribute, and could benefit from a website refresh. The open-ended feedback is largely complimentary of the fine work carried out by the Office of Indian Education in supporting this program's grantees. Further improvements could be made possible through sharing best practices and disseminating success stories to all grantees at development training or conferences. Hearing how one grantee is having success in implementing their grant can help a host of others and promote an even higher level of effectiveness for the Indian Education Formula Grants.

Migrant Education Programs (Title I, Part C)

Satisfaction of grantees of the Title I, Part C Migrant Education Program (MEP) rated their satisfaction a 79, unchanged from the previous measurement and a very positive score overall. All drivers were rated very high, led by an 86 for both ED Staff/Coordination and Documents. Federal staff do a great job supporting grantees with accurate responses to questions, prompt replies and knowledgeable guidance regarding relevant legislation, regulations, policies and procedures. The written correspondence provided to grantees, measured by the Documents driver, is rated highest for providing relevant information (88), being well organized (87) and being comprehensive (86). With such high scores in the ED Staff/Coordination and Documents components, no significant changes should be made in these areas at this time. Online Resources was rated an 80, which is the third highest program-level score in the 2019 measurement. The Migrant Education Program uses a contractor-supported website (RESULTS) that can serve as a model for many others in terms of how material should be organized and effective navigation of the various webpages grantees frequently use. The other driver of satisfaction, OESE's Technical Assistance, was rated a 77 and indicates that the services provided to grantees needing technical assistance are effective in helping them implement their grant program. Nearly all grantees (94%) reported they participated in a technical assistance webinar in the past year. The EDFacts Submissions: Changes for School Year 2017-18 was chosen as the most useful, followed by MPOs to Impact Statewide Assessment Results and MEP Program Improvement. The webinars are generally very well received as are the conference calls, in-person presentations and emails as preferred methods for OME to

communicate pertinent information. Grantees were complimentary of the communication with listserv, with one respondent saying "It's current method, of the listserv, is wonderful. Very well organized. It is literally the ONE office at USED that is effective in this manner."

Education for Homeless Children and Youth – McKinney-Vento

The satisfaction among grantees of the Education for Homeless Children and Youth program declined by just a single point in 2019, down to a rating of 79. This is a very strong score that continues to trend well above the average among the combination of all surveyed programs. The Documents and ED Staff/ Coordination components continue to be key strengths of the grantee experience with this program. The Documents score, which measures the quality of the written correspondence provided to grantees, was rated an 88. This 5-point improvement was the product of the excellent clarity, organization and overall content included in the written materials made available to grantees. Federal staff supporting grantees in carrying out their grant's charter received exceptional scores for their knowledge, accuracy and consistency of responses. The ED Staff/Coordination component was rated an 87 and along with Documents, represents an area where no significant changes are needed at this time. Instead, improvement efforts should be focused on enhancing the Online Resources available through the ED.gov website. This component was rated a 69, down 14 points from the 2018 measurement. The ease of navigation and overall ease of reading the site seem to be particular pain points with significant declines in these attributes from a year ago. Grantee comments suggest that the site should be simplified with links to frequently used resources like the NCHE and NAECHY sites clearly presented. The search engine's functionality is seen as lacking in that search results often return irrelevant or outdated information. Investing resources in the online material offered to grantees should be the priority in driving satisfaction higher and can be expected to offer a good rate of return if a dedicated effort is put forth.

Student Support and Academic Enrichment

Grantees of the Student Support and Academic Enrichment program rated their satisfaction a 51. This score lags well below the overall rating of 74 among all surveyed programs in 2019. The highlight of the driver scores is the 69 for the Documents component. This represents a 5-point improvement from the previous measurement and is boosted by substantial increases in the clarity, organization, sufficiency of detail and relevance of the written correspondence provided to grantees. The only attribute related to these written materials not to increase its debut score was the comprehensiveness of the documents in addressing the scope of issues faced. In looking for ways to further improve the Documents score, special attention should be paid to listening to what information grantees need and finding ways to get that information to them efficiently. This same idea applies to the Online Resources in that grantees voiced their desire for more relevant and current information to be made available on the website. The freshness of content attribute was the single lowest rated aspect of the Online Resources component with a score of 54. Evaluating the materials currently available and refreshing outdated information should be expected to spur an increase in this driver and boost satisfaction. The custom question section of the survey asks SSAE grantees about the level of effectiveness of various technical assistance elements of their interactions with Department of Education staff. These interactions are rated fairly low for the effectiveness in helping grantees with meeting program compliance requirements (54), and the website (57). However, staff are rated very high for their professionalism (82), demonstrating that the opportunity for improvement likely lies in fully educating staff so they can use their already professional skills to fully resolve requests for technical assistance.

Improving Basic Programs Operated by Local Educational Agencies - Title I

Satisfaction for Title I respondents increased 2 points in 2019 to a score of 59. The ED Staff/Coordination driver remains a key strength as grantees rated this area a 75. The support provided by federal staff was rated highest for their accuracy of responses (81), knowledge of relevant legislation, regulations, policies and procedures (78) and consistency of responses (75). This area could be further improved by focusing on the responsiveness of staff as this was the lowest rated attribute of the federal staff support with a score of 67. The Documents component measures various characteristics of the written correspondence provided to grantees. In 2019, this component was rated a 69, a 5-point improvement from 2018. The attributes in this area with the greatest increases include sufficiency of detail (66, +7) and relevance to areas of need (75, +10). The technical assistance provided by OESE was rated a 60, which is a 3-point decline from a year ago. Program staff should focus on being proactive in disseminating information to

grantees that will be relevant to their tasks in implementing their respective grants. Utilize the Dear Colleague letters and other correspondence to provide step-by-step instructions on staying compliant and who to contact for additional questions. Being proactive and demonstrating the availability of a strong support staff ready to help will give grantees more confidence that they are staying compliant and properly focusing their efforts on carrying out the intended goals of grant funds. Online Resources was the lowest rated component in 2019 for this program's grantees. With the reorganization this year, some grantees mentioned being unclear regarding the organization chart and where to direct requests for assistance or where to find pertinent materials. One comment collected in the open-ended feedback reads "It would be good to have a ESSA section of the website with subsections for each of the Titles represented in ESSA. This would probably assist with navigation." Ensure that up-to-date information is posted to the website with clear links presented to commonly used resources. Look to consolidate resources by topic so that grantees can more intuitively navigate to relevant materials by category.

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

Satisfaction among English Language Acquisition State Grants grantees fell 7 points to a rating of 61. This decline comes after an 11-point increase the previous year and keeps the 2019 rating at the higher end of its historical average. The decrease in satisfaction comes as a result of lower scores for three of the four drivers – OESE's Technical Assistance, ED Staff/Coordination and Online Resources. OESE's technical Assistance fell 8 points to 59, with a 13-point drop in the rating for OESE's effectiveness in helping grantees learn to implement grant programs. Open-ended feedback was collected to investigate ways the Department could improve its support to help grantees implement their grant. The comments suggest the need for program staff to offer tailored guidance rather than reading off legal guidelines that do not provide sufficient practical applications. Grantees feel that the program's restrictive requirements can make it difficult to know how to most effectively use their grant's funds. Consider holding webinars or utilize time during in person meetings to share success stories and other anecdotes that can spur ideas for other grantees in implementing their own grants. The Online Resources component score can be improved by refreshing outdated material and presenting a decluttered series of pages that presents quick links to commonly used resources. The Documents driver increased its score 3 points to 72. The documents provided to grantees received higher ratings for their clarity (75, +6) and organization of information (75, +4). Given this positive Documents score, improvement efforts should be primarily focused on providing effective technical assistance and a more productive experience for grantees using the program's Online Resources.

Rural Education Achievement Program (REAP)

Rural and Low Income School (RLIS) Program

Satisfaction of the REAP – Rural and Low Income School Program jumped 5 points to a score of 72 in 2019. ED Staff/Coordination was the highest rated driver at 84, a 6-point improvement from the previous measurement. Federal staff provide knowledgeable guidance that is prompt and consistent across various ED representatives. The Documents driver was also rated very positively with a score of 79. All attributes related to the written correspondence provided to grantees increased their scores, with the biggest improvement being a 9-point gain in the comprehensiveness in addressing the scope of issues faced. In a year when the Online Resources driver was rated lower by various program grantees, the online aspect of the RLIS grantee experience was rated 3 points higher with a score of 70. Grantee comments that mention specific ways the website could be further improved are included in Appendix C of this report. The webinars conducted by REAP are seen as very beneficial to informing grantees and offering useful suggestions for implementing their grants. When asked how often REAP webinars should be conducted 45% said quarterly, another 45% said semi-annually and just 10% said annually.

Small, Rural School Achievement (SRSA) Program

REAP – Small, Rural School Achievement Program satisfaction rose 3 points to a score of 76. This is the fourth consecutive year satisfaction has increased dating back to 2015 when satisfaction was rated a 64. This consistent positive trend demonstrates the effect that improvement efforts in the key components of satisfaction will have. As a product of the high level of satisfaction, the level of Trust that SRSA program grantees have that their ED office is working to meet their organization's needs was rated an impressive 82. All drivers of satisfaction are rated positively in the 70s and 80s. The SRSA grant application is called out in the open-ended feedback as being very straightforward and easy to complete. Appendix C contains

the full contents of the grantee comments to the open-ended survey questions. SRSA grantees generally find the webinars offered valuable. Forty percent of respondents said REAP should conduct them annually, 27% prefer them semi-annually and 29% prefer quarterly. The remaining handful of respondents prefer a more variable basis that coincides with the grant lifecycle. No matter the cadence, making the presentation slides ahead of time or at least during the webinar would be welcomed by some who want to take notes on the slides.

Grants for State Assessments

Satisfaction among respondents of the Grants for State Assessments program was rated a 75 in 2019, a 9-point increase from a year ago. This improved rating is the product of increases across all four drivers of satisfaction. OESE's Technical Assistance claims the biggest increase of 9 points to a rating of 80. Staff providing technical assistance have done a great job of helping grantees implement their grant and demonstrating how OESE's technical assistance can be used as a model for their own program. The Online Resources driver rose 4 points, largely boosted by a 10-point increase in the freshness of content attribute. Keeping materials current and accurate goes a long way in keeping grantees' faith in the website's resources high. The ease of finding material online rating rose 11 points and acts as a success story for other programs to investigate the specific actions taken by Grants for State Assessments staff that has led to these improvements. One respondent summed up the website experience saying that the "website has a great look and user experience is very positive." The Documents driver measures the quality of the written correspondence provided to grantees. This component was rated 4 points higher in 2019 with a score of 80. All attributes are rated consistently high on the upper-70s and low-80s. The highest rated driver is ED Staff/Coordination with a rating of 84. Federal staff received exceptional ratings for the accuracy of their responses (90) and their knowledge of relevant legislation, regulations, policies and procedures (87). The opportunity for improving the ED Staff/Coordination driver lies in enhancing the consistency of responses (72) and collaboration with ED staff from different program offices (77). Each of these attributes declined in score from the 2018 survey.

Teacher and School Leader Incentive Grants

Teacher and School Leader Incentive grantees rated satisfaction a 79 in its initial measurement. This excellent score is 5 points higher than that combined average rating of 74 among all programs surveyed in 2019. However, a closer look at the TSL data shows that satisfaction was rated much higher by those who were listed in the 'TIF' cohort (87) than those in the 'TSL' cohort (63). Differences in scores between these two segments can be compared using the online reporting portal but since sample sizes are rather low in general for this program, scores discussed in the report will focus on the entire set of responses from both segments combined. The ED Staff/Coordination driver was rated an 81, with attribute ratings ranging from an 89 for the consistency of responses with ED staff from different program offices to a 78 for sufficiency of legal guidance in responses. The Documents driver was also rated very high at 79. This evaluation of the written correspondence provided to grantees received its highest scores for the organization and relevance of the materials. In looking for ways to improve the Documents driver, focus should be placed on making the written materials clearer for grantees. The Online Resources available was rated a 70 which makes it the lowest rated component for this program but the score still exceeds the overall average rating among all surveyed programs of 68. The custom question section of the questionnaire for this program focuses on asking about the technical assistance provided by AEM. The helpfulness of AEM is rated highest in connecting grantees with other experts or practitioners working on similar programs (78). Ratings were slightly lower, though still positive (72), for assistance in improving program planning and implementations as well as providing relevant information and ideas.

Supporting Effective Educator Development Program

Grantees of the Supporting Effective Educator Development program rated their satisfaction a 68 in their initial year of participation in the survey. Grantees rated ED Staff/Coordination very high (80), with especially high marks for the sufficiency of legal guidance (92) and accuracy of responses (89). This component's score could be improved by focusing efforts on speeding up the responsiveness of staff in answering grantee questions. The Documents driver also received a very strong score of 79. The written correspondence produced is relevant to grantees' areas of need, sufficient in its detail and comprehensive in addressing the scope of issues faced. The other driver of satisfaction, Online Resources, was rated a 67. The materials made available on the ED.gov website should be evaluated

and refreshed. The lowest attribute score related to Online Resources was the freshness of content with a rating of 64. Also investigate the feasibility of restructuring the site to present a cleaner homepage with drop down menus that direct grantees to specific resources. The user experience can be enhanced through a decluttered path to commonly used materials that is intuitive even for first time website visitors. The custom question section of the questionnaire asked SEED grantees to rate the level of ease of certain activities in meeting the standards of the What Works Clearinghouse. These evaluations found that gaining helpful technical assistance to conduct a meaningful evaluation (68) was relatively easier than the actual act of implementing a meaningful and rigorous evaluation (61).

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

Replication and Expansion of High-Quality Charter Schools grantees rated their satisfaction a 59 in 2019. ED Staff/Coordination and Documents were the highest rated drivers of satisfaction, each with a score of 65. Highlights of the support provided by federal staff include the knowledge they have of relevant legislation, regulations, policies and procedures as well as their accuracy and sufficiency of legal guidance they provide. There is an area of opportunity in improving the consistency of responses with ED staff from different program offices as this was the lowest rated attribute with a score of 51. The Documents driver, which measures the quality of the written correspondence provided to grantees, was rated highest for the material's relevance to grantees' needs (72). Improvements to the documentation should focus on making the material clearer and better organized as these attributes received relatively lower scores. Online Resources was the lowest rated driver with a rating of 55, making it a candidate for prioritized improvement efforts. Open-ended feedback collected on the survey regarding the website mentions a broken link on the OII page and the need for a more intuitive experience when navigating the site. Ensure that the website is technically sound by eliminating broken links or outdated material. Enhancing the user experience should then focus on presenting visitors with a clean looking homepage with clear links to commonly used resources. Busy screens with an abundance of material appear cluttered and can have an adverse effect on the website experience for grantees. Making these realistic changes to the written and electronic materials should improve the ratings in these areas and have a tangible effect on the overall level of grantee satisfaction.

Expanding Opportunities Through Quality Charter Schools Program

Expanding Opportunities Through Quality Charter Schools Program grantee satisfaction debuted with a score of 62. The ED/Staff Coordination component was rated a 72 – which is a positive score but does lag 10 points behind the overall average among all programs combined in 2019. Ways to enhance this rating exist in improving the responsiveness of federal staff in answering grantee questions and finding ways to collaborate with other ED programs or offices in providing relevant services. The Documents driver was rated a 70 by this program's grantees, demonstrating that the written correspondence published generally meets the needs of this program's grantees though does offer some room for improvement. Most notably, the written materials could use clearer language and increase in scope to address the full complement of issues faced by grantees. The specific types of questions that grantees contact program staff with should be measured and tracked to better understand the areas where there is a need for additional information. Online Resources was rated a 57 and also presents an area of opportunity. Open-ended grantee comments regarding the website indicate a shared desire for a more robust search engine that returns current and relevant information. At present, there are several mentions of search results being outdated or not related to the topic being searched. The satisfaction of meetings, communications, monitoring and technical assistance were evaluated in this program's custom section of the survey. Scores for these areas ranged from the upper-50s to mid-60s, with detailed score results available in Appendix B of this report.

Education Innovation and Research Programs

In its initial measurement on the Grantee Satisfaction Survey, this program's grantees rated their satisfaction a 75. This impressive score is a point higher than the overall average among all participating programs combined in 2019. Leading the way in terms of driver scores was ED Staff/Coordination with a rating of 84. Federal staff do a wonderful job in providing accurate responses in a timely fashion. OESE's Technical Assistance was rated a 76 with grantees reporting a high level of effectiveness of OESE in

helping grantees learn to implement their grant programs. This positive combination provides grantees with confidence that they are implementing their grant effectively and have a helpful resource to turn to for quick information when necessary. The Documents driver was also rated well with a score of 74. While the written correspondence provided to grantees generally meets their needs, there does seem to be an opportunity for improvement specifically in increasing the range of topics covered. The comprehensiveness of the written material in addressing the full scope of issues faced was the lowest rated Documents attribute with a rating of 69. The Online Resources component was rated a 69, in line with the overall average among all programs in 2019. All related attributes were rated in a tight range from 68 to 72. Improvement efforts can span across a number of elements of the online materials made available to grantees including a cleaner look/navigation menu, more current content and a more robust search engine that includes only relevant resources in search results. Verbatim comments and ratings to custom questions for this program's grantees are available in Appendices B and C.

Magnet Schools Assistance Program

Magnet Schools Assistance Program grantees rated their satisfaction a 79, which is 5 points higher than the average rating among all surveyed programs in 2019. In addition to the strong level of satisfaction, all of its drivers were positively rated. Federal staff supporting grantees are performing at a high level, demonstrated by the score of 84 for ED Staff/Coordination. All of its attributes were rated in the 80s, led by scores of 89 for the accuracy of responses an 87 for the sufficiency of legal guidance in their responses. Documents was rated an 81, again with strong marks for all of its attributes. The written material made available to grantees was rated especially high for its relevance to areas of grantees' need (85). OESE's Technical Assistance received a strong rating of 79, as grantees find OESE to be very effective in helping them learn to implement their grant program. The final driver, Online Resources, was rated a 75, which is 7 points higher than the average rating in 2019. Several respondents were complimentary of the navigation and overall intuitiveness of the website in the open-ended feedback collected by the survey. One respondent suggested as an opportunity for further improvement saying , "the MSAP Center website is difficult to navigate to find the most recent webinars. It would be helpful if they were organized by date or if there was a keyword search for webinars." Other specific comments can be viewed in Appendix C of this report. In the custom question section of the questionnaire, grantees were asked if they have asked their ED program contact for assistance in areas not related to fiscal or grant administration issues. Just four respondents (14%) reported that they had and while the sample size is low, the ratings of this type of assistance were extremely high in the 90s and even a perfect score of 100 for MSAP Center technical assistance support by this group of four individuals.

Promise Neighborhoods

Promise Neighborhoods grantee satisfaction was rated a 78, a very positive result in this program's initial measurement. A very strong ED Staff/Coordination score of 81 shows the federal staff do a great job of supporting grantees by providing accurate responses in a timely manner. OESE's Technical Assistance has also performed at a high level with grantees reporting that OESE has been effective in helping them learn how to implement their grant program. The written correspondence provided to grantees is measured by the Documents component and was rated a 72. While this score shows that grantees' needs are generally being met in this area, the Promise Neighborhoods score does lag behind the overall average rating of 77 among all programs measured in 2019. Ensure that materials sent to grantees covers the full scope of the issues faced and are clear to understand. Online Resources is another driver of satisfaction and was rated a 63. Areas of opportunity for driving this score higher include improving the navigation of the site, making it easier for users to find the content they are searching for. It is also important that all outdated materials are purged form the site and refreshed with current information to reduce any confusion on the part of grantees. This is especially important given the recent organizational restructuring that can lead to the need for additional guidance for website visitors. A respondent to the survey suggested sending a notification to grantees when new materials are posted to the website to promote increased awareness of the online materials. This could be mutually beneficial as more grantees who are able to self-serve on the website will likely reduce the number of calls and emails directed specifically to federal program staff.

Demonstration Grants for Indian Children/Special Projects Demonstration Grants

The satisfaction among grantees of the Demonstration Grants for Indian Children/Special Projects Demonstration Grants was rated a 61, which is a 9-point decline from the 2018 measurement. A primary cause of the decrease in satisfaction is the result of a 9-point decline in the ED Staff/Coordination driver score (68). At a more granular level, the biggest drop offs in scores for the support provided by federal staff were their knowledge of relevant legislation, regulations, policies and procedures as well as their overall responsiveness. Going forward, a premium should be placed on making sure staff are responding to grantee requests quickly. Answers do not need to be immediately provided but an acknowledgement of the request should be provided to give grantees confidence that their request for assistance has been received and will be answered. Online Resources was rated a 59 and open-ended feedback related to the website mentions the need to make sure all materials on the site are current and reflect accurate information. Several other comments, however, are complimentary of the site and the relative ease of navigation it presents for users. The navigation of the site should be continually evaluated to make sure that the menus are intuitive and links to commonly used resources are presented clearly to visitors. The custom question section of the survey asked this program's grantees to evaluate the Native Youth Community Projects (NYCP) program. Ratings of the NYCP were generally quite positive, including an 8-point increase in the usefulness and relevance of webinar-based technical assistance rating. When asked which topics would be most helpful to cover, Performance Reporting was selected a priority by over half of the respondents.

Neglected and Delinquent State and Local Agency Programs

Grantees of the Neglected and Delinquent State and Local Agency Programs rated their satisfaction a 55, which is the fourth lowest program score in 2019. The 10-point decline in satisfaction comes as the result of lower scores in each of the four drivers. ED Staff/Coordination fell 13 points to a score of 68. The biggest opportunities to help this score rebound exist in improving the responsiveness of federal staff when receiving requests for guidance from grantees and demonstrating a deep knowledge of relevant legislation, regulations, policies and procedures. OESE's Technical Assistance score also fell 13 points in 2019. When working with grantees to provide technical assistance, make sure that staff have the ultimate goal of being able to implement an effective grant in mind. Taking this approach will lead to more productive interactions with grantees and instill a deeper level of confidence that program staff are working to meet the needs of their organization. Online Resources fell 12 points to a score of 58. Improvement efforts focused on the website and its resources should be prioritized on ensuring that the content is current and accurate, especially given the recent organizational restructuring. One grantee gave voice to the confusion surrounding the validity of the online materials, saying "it is difficult to determine which is the latest version of laws or if any changes or amendments have been made to laws." Consider adding timestamps or announcing in some way when specific materials were last updated to inform grantees that they are reviewing content based on the most recent legislation or regulations. Custom questions asking grantees to evaluate the technical assistance provided by both NDTAC and USDE staff showed a more pronounced decline in the performance of the NDTAC personnel. This result could be due in part to the restructuring of the organization.

School Climate Transformation Grants

Local Education Agency

Satisfaction among SCTG Local Education Agency respondents decreased 13 points to a score of 77. The lower level of satisfaction corresponds to lower driver scores measuring the key aspects of the grantee experience. However, it is important to remember that while the scores are lower than a year ago, the ratings are still very positive and reflect efficient support and productive materials made available to grantees. OESE's Technical Assistance is the highest rated driver in 2019 with a score of 81. Staff providing technical support to SCTG – LEA grantees do so in a way that is effective in helping them implement their grant program successfully. ED Staff/Coordination was rated a 75, which is lower than in the previous couple of years but generally strong overall. The recent organizational restructuring has likely had an effect on these scores as the biggest declines came for the sufficiency of legal guidance, consistency of responses across different program offices and collaboration with other ED offices in providing relevant services. Ensuring that grantees are provided with detailed information regarding any changes to their grant and its related compliance regulations is important in bringing the ED Staff/Coordination component back to its historically exceptional levels. Other improvement efforts should be

focused on the Online Resources available on the ED.gov website as this component was rated 23 points lower with a 2019 score of 67. Audit all content on the site to make sure it reflects current information. Additionally, look into the feasibility of proactively alerting grantees when new content is posted to bring any relevant changes to their attention.

Contact Information

FEDERAL CONSULTING GROUP

Jessica Reed
Director

Theresa Spriggs
Contracting Officer's Representative

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

SWEDEN - Stockholm
ITALY - Milan
CHINA - Shanghai

Appendix A: Questionnaire

U.S. Department of Education
2019 Grantee Satisfaction Survey

Introduction

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

CFI Group and ED will treat all information in a secure fashion. Your answers are voluntary, but your opinions are very important. Your responses will remain anonymous and will only be reported in aggregate to ED personnel. This survey is authorized by the U.S. Office of Management and Budget Control No. 1090-0007, which expires on September 30, 2021, and will take about 10 minutes to complete.

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

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

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

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

 Q1. PROGRAM RESPONDENTS WILL BE ANSWERING QUESTIONS FOR:

Office of English Language Acquisition (OELA)
1.   Native American and Alaska Native Children in School Program
2.   National Professional Development Program

Office of Career, Technical, and Adult Education (OCTAE)
3.   Adult Education and Family Literacy to State Directors of Adult Education
4.   Carl D. Perkins Career and Technical Education State Directors

Office of Postsecondary Education (OPE)
5.   Developing Hispanic Serving Institutions
6.   National Resource Centers Program
7.   Strengthening Institutions Program
8.   Child Care Access Means Parents in School
9.   GEAR UP

Office of Special Education and Rehabilitative Services (OSERS)
10.   IDEA-State Directors of Special Education (Part B)
11.   IDEA-Part C Infants and Toddlers with Disabilities Program
12. RSA Vocational Rehabilitation Program

Office of Elementary and Secondary Education (OESE)

13. Supporting Effective Instruction State Grants
14. 21st Century Community Learning Centers
15. Payments for Federal Property (Section 7002)
16. Payments for Federally Connected Children (Section 7003)
17. Comprehensive Literacy State Development
18. Indian Education Formula Grants to Local Education Agencies (LEAs)
19. Migrant Education Programs (Title I, Part C)
20. Education for Homeless Children and Youth Grants for State and Local Activities/ McKinney-Vento Education for Homeless Children and Youth Program
21. Student Support and Academic Enrichment
22. Improving Basic Programs Operated by Local Educational Agencies – Title I
23. English Language Acquisition State Grants (Title III State Formula Grants)
24. Rural Education Achievement Program (REAP)/Rural and Low Income School (RLIS) Program
25. Rural Education Achievement Program (REAP)/Small, Rural School Achievement (SRSA) Program
26. Grants for State Assessments
27. Teacher and School Leader Incentive Grants
28. Supporting Effective Educator Development Program
29. Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools
30. Expanding Opportunities Through Quality Charter Schools Program (CSP) Grants to State
31. Education Innovation and Research Programs
32. Magnet Schools Assistance Program
33. Promise Neighborhoods
34. Demonstration Grants for Indian Children/Special Projects for Indian Children
35. Neglected and Delinquent State and Local Agency Programs
36. School Climate Transformation Grants (LEA)

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

ED Staff
[INTRO IF Q1=1-4, 10-36]

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 (programs 10-13) RESPONDENTS] PLEASE NOTE: This does not include technical assistance provided by regional labs, national associations, ED-funded contractors, etc.

[INTRO IF Q1=5-9]

Please think about the interactions you have had with senior **[PROGRAM OFFICE]** officers (e.g. the Director of the Office that administers this grant program). [NOTE: Questions regarding your individual program officer will be asked later in the questionnaire..]

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

[Q2-5 ALL PROGRAMS]

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

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

Q2. Knowledge of relevant legislation, regulations, policies, and procedures (or ability to get the information that you need)

Q3. Responsiveness to your questions

Q4. Accuracy of responses

Q5. Sufficiency of guidance in responses

Q6. [DO NOT ASK PROGRAMS 10, 11, 12, 15,16] Consistency of responses with ED staff from different offices

Q7. [DO NOT ASK PROGRAMS 15,16] Collaboration with other ED 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)

[Q8-13 ALL PROGRAMS]

Online Resources

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

Q8. Ease of finding materials online

Q9. Freshness of content

Q10. Ability to accomplish what you want on the site

Q11. Ease of reading the site

Q12. Ease of navigation

Q13. Please describe how the Department could improve its website.

[ASK Q14-Q18 IF Q1=1-4, 10-36]

Documents

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

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

Q14. Clarity

Q15. Organization of information

Q16. Sufficiency of detail to meet your program needs

Q17. Relevance to your areas of need

Q18. Comprehensiveness in addressing the scope of issues that you face

[ASK Q19-Q28 IF Q1=5-9]
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".

Q19. Program Purpose

Q20. Program Priorities

Q21. Selection Criteria

Q22. Review Process

Q23. Budget Information and Forms

Q24. Deadline for Submission

Q25. Dollar Limit on Awards

Q26. Page Limitation Instructions

Q27. Formatting Instructions

Q28. Program Contact

[ASK Q29-30 ONLY TO ALL TO ALL OESE PROGRAMS Q1=13-36]

Q29. [DO NOT ASK PROGRAMS 15,16] How effective have the Office of Elementary and Secondary Education's (OESE's) technical assistance services been in helping you successfully learn to implement your OESE-funded grant programs? Please use a 10-point scale where "1" is "Not very effective" and "10" is "Very effective."

Q30. [DO NOT ASK PROGRAMS 15,16] How useful have OESE's technical assistance services been in serving as a model that you can replicate with your subgrantees? Please use a 10-point scale where "1" is "Not very useful" and "10" is "Very useful." If you do not have subgrantees or this does not apply, please select "Not applicable."

Q31. How much do you trust **[PRINCIPAL OFFICE]** 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.

[Q32-Q37 ALL PROGRAMS]

ACSI Benchmark Questions

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

Q32. Using a 10-point scale on which "1" means "Very dissatisfied" and "10" means "Very satisfied," how satisfied are you with **[PROGRAM OFFICE]**'s products and services?

Q33. Now please rate the extent to which the products and services offered by **[PROGRAM OFFICE]** have fallen short of or exceeded your expectations. Please use a 10-point scale on which "1" now means "Falls short of your expectations" and "10" means "Exceeds Your expectations."

Q34.   Now forget for a moment about the products and services offered by the **[PROGRAM OFFICE]**, and imagine the ideal products and services. How well do you think the **[PROGRAM OFFICE]** compares with that ideal? Please use a 10-point scale on which "1" means "Not very close to the ideal" and "10" means "Very close to the ideal." Now please indicate the degree to which you agree or disagree with the following statement.

Q35. Overall, when I think of all of the **[PROGRAM OFFICE]**'s products and services, I am satisfied with their quality.
a. Strongly agree
b. Agree
c. Disagree
d. Strongly disagree
e. Does not apply

Closing

Q36. 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.   Other, please specify

Q37.   How long have you been in this role?
a.   Less than one year
b.   Between 1-3 years
c.   Between 3-10 years
d.   More than 10 years

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

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

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

ONLY IF Q1=1 NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL PROGRAM ASK 1-12 BELOW

NAM1. 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

NAM2.   On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how helpful is that technical assistance?

NAM3.   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

NAM4. On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how helpful is that monitoring and/or technical assistance?

NAM5.   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

NAM6. On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how useful is the OELA ed.gov website?

NAM7. 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

NAM8. On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how useful is the NCELA website and the NEXUS newsletter?

NAM9.   How often do you visit the OELA Facebook page?
     a. Daily
     b. Weekly
     c. Monthly
     d. Every few months
     e. Never

NAM10. On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how useful is the OELA Facebook page?

CFI Group

NAM11. What, if any, improvements have you seen in OELA over the last year? (open end)

ONLY IF Q1=2 National Professional Development Program ASK 1-12 BELOW

NPD1. 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

NPD2. On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how helpful is that technical assistance?

NPD3. 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

NPD4. On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how helpful is that monitoring and/or technical assistance?

NPD5. 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

NPD6. On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how useful is the OELA ed.gov website?

NPD7. 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

NPD8. On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how useful is the NCELA website and the NEXUS newsletter?

NPD9. How often do you visit the OELA Facebook page?
  a. Daily
  b. Weekly
  c. Monthly
  d. Every few months
  e. Never

NPD10. On a scale from 1 to 10 where 1 is "Poor" and 10 is "Excellent," how useful is the OELA Facebook page?

NPD11. What, if any, improvements have you seen in OELA over the last year? (open end)

ONLY IF Q1=3 Adult Education and Family Literacy to the State Directors of Adult Ed (AEFLA) ASK 1-10 BELOW

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

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

If you have been monitored, think about the federal monitoring process as it relates to your AEFLA grant. On a 10-point scale, where "1" is," Not Very Effective" and "10" is "Very effective," please rate the effectiveness of the federal monitoring process on the following:

3. Being well-organized
4. Providing pre-planning adequate guidance
5. Setting expectations for the visit
6. Using state peer reviewers in the federal monitoring process

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

7. Being up-to-date
8. Relevance of information
9. Usefulness to your program

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

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

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

(Please be as specific and detailed as possible in responding to these questions. Specificity and detail help the OCTAE staff to focus on specific concerns.)

PERK1. How long have you held the position of CTE state director? (Less than 1 year; 1 – 2 years; 3 or more years)

PERK2. In evaluating the user friendliness of the Consolidated Annual Report (CAR), on a scale of 1 – 10, where 1 is poor and 10, is excellent, please rate the CAR's user friendliness?

PERK3. In evaluating the usefulness of the Perkins Collaborative Research Network (PCRN), on a scale of 1 – 10, where 1 is poor and 10 is excellent, please rate the usefulness of PCRN. Please elaborate on your response if there is a particular aspect of PCRN you want to address.

ONLY IF Q1=5 Developing Hispanic Serving Institutions ASK 1-12 BELOW

DHSI1. How long have you been working on the current grant? (Choose one that most closely approximates the amount of time.)
    a. Less than one year
    b. 1-2 years
    c. 2-3 years
    d. 3-4 years
    e. 4 or more years

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

DHSI2. Responsiveness to questions
DHSI3. Knowledge of relevant legislation, regulations, policies and procedures
DHSI4. Ability to resolve issues
DHSI5. Use of clear and concise written and verbal communication
DHSI6. Timely resolution of general programmatic and/or financial issues

DHSI7. Which best describes how often you interact with **Hispanic Serving Institution** Division staff?
    a.   Daily
    b.   Weekly
    c.   Monthly
    d.   A few times a year
    e.   Once a year
    f.   Less than once a year

DHSI8. When you interact with Hispanic Serving Institution Division Staff what is the quality of the customer service provided to you?
    a. Excellent
    b. Very Good
    c. Average
    d. Fair
    e. Poor

ONLY IF Q1=6 National Resource Centers Program ASK 1 -17 BELOW

NRC1.   How long have you been working in your current National Resource Center (NRC)? (Choose one that most closely approximates the amount of time.)

      a.   Less than one year
      b.   1-2 years
      c.   2-3 years
      d.   3-4 years
      e.   4 or more years

Think about your experience with receiving technical assistance from your NRC program officer. On a 10-point scale where "1" means poor and "10" means excellent please rate your program officer on:

NRC2.   Knowledge of relevant legislation, regulations, policies and procedures, including programmatic knowledge as necessitated by the Higher Education Opportunity Act (HEOA)

NRC3.   Responsiveness to your inquiries (by email, telephone, letter, etc.)

NRC4.   Timely resolution of general programmatic and financial issues

NRC5.   Timely acknowledgement and processing of NRC requests such as travel approval requests

NRC6.   Ability to respond to all issues raised based solely on interpretation of laws, regulations and Department policies without personal bias or administrative preference

NRC7.   The quality of information or feedback received from NRC program staff

NRC8.   Is the process for the dissemination of the NRC tracking survey helpful? If not, please provide suggestions for easing the process. (open ended)

Think about the extent to which the NRC 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:

NRC9.   The NRC program is effective in supporting instruction in fields needed to provide full understanding of areas, regions or countries

NRC10. The NRC program supports work in the language aspects of professional and other fields of study

NRC11. The NRC program supports research and training in international studies
On a 10-point scale where "1" means poor and "10" means excellent please rate the extent to which the NRC grant program establishes and strengthens:

NRC12. Teaching of any modern foreign language

NRC13. Instruction in fields needed to provide full understanding of areas, regions, or countries in which the language is commonly used

NRC14. Research and training in international studies

NRC15. Language aspects of professional and other fields of study

NRC16. Instruction and research on issues in world affairs

On a 10-point scale where "1" means poor and "10" means excellent please rate your satisfaction with:

NRC17. The NRC program selection criteria. (Please provide comments to explain your score.)

ONLY IF Q1=7 Strengthening Institutions Program ASK 1-15 BELOW

SIP1.   How long have you been working on the current grant?

(Choose one that most closely approximates the amount of time.)
        a. Less than one year
        b. 1-2 years
        c. 2-3 years
        d. 3-4 years
        e. 4 or more years

SIP2.   Think about your experience with receiving technical support from the Strengthening Institutions Program (SIP) Division staff. On a 10-point scale where "1" means "poor" and "10" means "excellent" please rate the SIP staff according to the following:

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

SIP3.   Overall were you satisfied with the service provided by the representative?
SIP4.   Which best describes how often you interact with the Strengthening Institutions Division staff?
        a. Daily
        b. Weekly
        c. Monthly
        d. A few times a year
        e. Once a year
        f. Less than once a year

SIP5.   When you interact with Strengthening Institution Division Staff what is the quality of the customer service provided to you?
        a. Excellent
        b. Very Good
        c. Average
        d. Fair
        e. Poor

SIP6.   On a 10-point scale, where "1" means "poor" and "10" means "excellent," please rate the quality of:
        a. Post-award guidelines
        b. Performance reports (base your answer on the extent of data collection, analysis and reporting required and the relevance of data and analyses to your project activities and outcomes).

SIP7.   Briefly describe the reason(s) for your rating of the above listed post award guidelines and the performance reports. (Open end)

SIP8.   About what topic(s) or purpose(s) do you most often contact Program staff? (Open end)

SIP9.   How can we improve our **SIP** website, including links, to help you identify program resources and meet your technical assistance needs? (Open end)

SIP10.   Over the <u>last year</u> of your current grant, have you received consistent information from the **SIP** Program Office?
      a. Yes
      b. No

SIP11.   Please explain your response.. (Capture verbatim response)

ONLY IF Q1=8 Child Care Access Means Parents in School ASK 1-5 BELOW

CCAMPIS1.   In interacting with the U.S. Department of Education (ED) Child Care Access Means Parents in School (CCAMPIS) program specialist responsible for overseeing your grant, please rate the service/support you receive in the following areas. On a 10-point scale where "1" is "does not meet expectations" and "10" is "exceeds expectations," please rate:

a. Your working relationship with CCAMPIS program staff
b. The level of accessibility you have to CCAMPIS program staff
c. The responsiveness of the CCAMPIS program staff to your inquiries

CCAMPIS2.   How can we improve the Child Care Access Means Parents in Schools (CCAMPIS) website (including links) to help you identify program resources and meet your technical assistance needs?

CCAMPIS3.   Does the leadership of your institution provide the support required for the successful implementation of the grant?

a. Yes
b. No

ONLY IF Q1=9 GEAR UP ASK 1-4 BELOW

UB1. In interacting with the U.S Department of Education (ED) GEAR UP program specialist responsible for overseeing your grant, please rate service/support in the following areas on a 1 to 10 scale where 1 means Poor and 10 means Excellent. If a service area does not apply, please select "N/A".

      a. Knowledge of relevant legislation, regulation, policies and procedures.

      b. Ability to provide qualitative technical assistance regarding programmatic issues and challenges.

      c. Ability to answer inquiries and concerns in a timely manner.

UB2. The terms of the U.S Department of Education (ED) ability to provide adequate guidance and assistance to grantees regarding the completion and submission of reports, please rate the following areas, where 1 means Poor and 10 means Excellent.

      a. GEAR UP program specialist knowledge of APR content and reporting requirements.

      b. The accuracy, availability and efficiency of instructions on the reporting system;

      c. The GEAR UP helpdesk ability to resolve technical issues related to the reporting system in an accurate and timely manner.

UB3. Think about your experience seeking information from the GEAR UP Program website. Using a 10 point scale, where "1" is poor and "10" is excellent; please rate the website on the following:

      a. Organization of information

      b. User friendliness

      c. Accuracy of Information

ONLY IF Q1=10 IDEA - State Directors of Special Education (Part B) ASK 1-18 BELOW

IDEAB1. 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

IDEAB2. 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:

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

IDEAB 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.

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

IDEAB 6. Which types of assistance were least helpful?

How often do you access the following resources to support your efforts to implement practices based on evidence in your state? (Please use a 10-point scale in which "1" means "Never" and "10" means "Very frequently")
IDEAB7.   An OSEP-funded TA provider
IDEAB8.   An Education Department-funded TA provider (funded by an office other than OSEP)
IDEAB9. Professional associations (including conferences, listservs, and publications)
IDEAB10.   Conferences where research is presented
IDEAB11.   Books
IDEAB12.   Journal Articles
IDEAB13.   Personal interaction with peers
IDEAB14.   IDEAS that work website
IDEAB15.   The Department's new IDEA website
IDEAB16.   osep.grads360.org

IDEAB17. Describe the impact it might have on the State if OSEP were to fully automate the IDEA formula grant submission and approval process. (Open end)

ONLY IF Q1=11 IDEA-Part C Infants and Toddlers with Disabilities Program ASK 1-17 BELOW

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

IDEAC1. 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

IDEAC2. Clarity of information received in developing your state's applications, annual performance reports and other required submissions.

IDEAC3. 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.

IDEAC4. Which types of assistance were most effective in helping you meet federal requirements and/or improve program quality?

IDEAC5. Which types of assistance were least helpful?

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

IDEAC6. An OSEP-funded TA provider
IDEAC7. An Education Department-funded TA provider (funded by an office other than OSEP)
IDEAC8. Professional associations (including conferences, listservs, and publications)
IDEAC9. Conferences where research is presented
IDEAC10.   Books
IDEAC11.   Journal Articles
IDEAC12.   Personal interaction with peers
IDEAC13.   IDEAS that work website
IDEAC14.   The Department's new IDEA website
IDEAC15.   osep.grads360.org

IDEAC16.   If OSEP were to fully automate the IDEA formula grant submission and approval process, how helpful would that be to the State? Please use the scale below where 0 is Not Helpful and 5 is Very Helpful.

ONLY IF Q1=12 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:

RSA1. Responsiveness to your questions and requests for technical assistance.

RSA2. Supportiveness in helping you complete your Unified or Combined State Plan.

RSA3. Dissemination of subregulatory guidance including policy directives, information memoranda, and technical assistance circulars.

RSA4. Provision of effective training and dissemination of relevant information through webinars, national conferences, email distribution lists and teleconferences.

RSA5. 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.

RSA6. Utility of the website (RSA.ED.GOV) for entering required data, retrieving and revising reports.

RSA7. Ease of navigating website (RSA.ED.GOV).

RSA8. Usefulness of information available on the website (RSA.ED.GOV).

RSA9. Website (RSA.ED.GOV) technical support.

ONLY IF Q1=13 Supporting Effective Instruction State Grants 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].

SE1.   Provides assistance that enhances my capacity to implement Supporting Effective Instruction State Grants

SE2.   Provides support that is responsive to my State's needs to implement Supporting Effective Instruction State Grants

SE3.   Helps my State address grant implementation challenges

SE4.   Provides information about key changes to requirements (e.g., provisions under ESSA, dear colleague letters, flexible uses of funds)

ONLY IF Q1=14 21st Century Community Learning Centers ASK 1-6 BELOW

Customer Service

Think about the support you have received from the Department staff regarding the 21st Century Community Learning Centers Grant program (21st CCLC) (e.g., responses to State questions, assistance meeting program requirements, connecting you to resources, etc.). On a scale from 1 to 10, where 1 is not very effective and 10 is very effective, please rate the effectiveness of 21st CCLC program staff in supporting your State's implementation of the 21st CCLC program.

21ST1. Provides assistance that enhances the State's capacity to implement the 21st CCLC program.

21ST2. Provides support that is timely and responsive to my State's needs to implement the 21st CCLC program.

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

21ST3. 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".

21ST4. 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.

ONLY IF Q1=15 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.

1.   Did you contact the Impact Aid Program for technical assistance?
    1.   Yes
    2.   No

[IF PFP1=a, ASK PFP 2-4] On a scale of "1" to "10", where "1" is "Poor" and "10" is "Excellent"; rate the Impact Aid Program staff's:

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

PFP5. Have you attended any Webinars or in person meetings where IAP staff provided you information on the Section 7002 program?
    a. Yes
       b. No

PFP6. **[IF PFP5=a]** Did the presentation and/or materials prepared help you understand your responsibilities in submitting data?
                    a. Yes
                    b. No

PFP6a. **[IF PFP6=a]** Please explain. **(Open end)**

PFP7. How was the quality of the interaction with Impact Aid program staff members during the review process? Please use a scale from "1" to "10", where "1" is "Poor" and "10" is "Excellent."

PFP8. What additional communications would you like to receive regarding the status of your application, prior to receiving a payment? **(Open end)**

ONLY IF Q1=16 Payments for Federally Connected Children (Section 7003) ASK 1-15 BELOW

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

FCC1.   Did you use the written instruction and guidance documents provided for the application?
   a.   Yes
   b.   No

FCC2.   **[IF FCC1=a]** On a scale from 1 to 10, where "1" is not very effective and "10" is very effective rate the effectiveness of the documents in helping you complete the application.

FCC3.   Did you contact the Impact Aid Program for technical assistance?
   3.   Yes
   4.   No

FCC4.   **[IF FCC3=a]** On a scale of 1 to 10, where "1" is poor and "10" is excellent; rate the Impact Aid Program staff's performance in answering your questions and helping you to complete your application.

FCC5.   Have you participated in any Webinars or meetings where IAP staff provided you information on the Section 7003 program and the review process?
   a.   Yes
   b.   No

FCC6.   **[IF FCC5=a]** Did the presentation and/or materials prepared help you to understand your responsibilities in completing the application or submitting data?
   a.   Yes
   b.   No

FCC7.   **[IF FCC6=b]** Please explain. **(Open end)**

FCC8.   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

FCC9.   **[IF FCC8=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

FCC10.   **[IF Q9=a]** Please explain. (Open end)

FCC11.   Did you receive timely communications regarding the outcome of the review?
   a.   Yes
   b.   No

FCC12.   **[IF FCC11=b]** Please explain. **(Open end)**

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

FCC13. Ease of reaching the person who could address your concern

FCC14. Ability to resolve your issue

FCC15. Please provide any additional specific suggestions for how the Impact Aid Program can improve customer service. **(Open end)**

ONLY IF Q1=17 Comprehensive Literacy State Development (previously Striving Readers) ASK 1-9 BELOW

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

SR1. Responsiveness to questions.

SR2. Timely resolution of general programmatic and financial issues.

SR3. Use of clear and concise written and verbal communication.

SR4. The quality of information or feedback received from SRCL program officer.

SR5. Frequency of communication regarding grant information, deadlines, expectations, requirements, or other pertinent information

SR6. Your overall level of satisfaction with the service provided by the program officer.

SR7. Your satisfaction with the face-to-face SRCL Program Director's National Convening.

SR8. How helpful is the information and guidance provided to you by the US Department of Education staff and contracted staff (TA Liaisons) in preparing to implement your SRCL grant activities (developing individualized technical assistance plan, responding to issues that arise, etc)?

SR9. What technical assistance topics can the SRCL program provide during meetings and SRCL Communities of Practice events to support the states more effectively? (Open-ended)

ONLY IF Q1=18 Indian Education Formula Grants to Local Education Agencies ASK 1-9 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:

IEFG1. Responsiveness of OIE staff in answering questions and/or information requests.

IEFG 2. Timeliness of OIE staff in providing information to meet your Title VI application and APR deadlines.

IEFG 3. Quality of support and technical assistance provided by OIE staff on Title VI program implementation.

IEFG 4. Comprehensiveness of guidance documents OIE provides, e.g. Getting Started; Frequently Asked Questions, website links and EASIE Community website.

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

IEFG 5. Ease of using the EASIE system when applying for a grant.

IEFG 6. Quality of training via webinars provided by the EASIE system and grant application process.

IEFG 7. Think about the Title VI formula grant requirements. Select two topics around which you have greatest need for technical assistance:

   a. Establishing parent committees

   b. Expanding membership of parent committees

   c. Verifying student information

   d. Using the EASIE system

   e. Allowable uses of funds

   f. General grant program requirements, deadlines and milestones

   g. Using the G5 system

Open ended questions for your comments:

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

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

ONLY IF Q1=19 Migrant Education Program (MEP) -- Title I, Part C ASK 1-5 BELOW

MEP1.   The Coordination Work Group (CWG) represents Migrant Education Program (MEP) State Directors across nine US regions. The CWG facilitates interstate coordination for the purpose of gathering voices from all States in making recommendations to the Office of Migrant Education (OME). In addition, OME works with the CWG members to gain insight into States' priorities, challenges, and successes.

MEP2. Which of this year's technical assistance webinars were most useful to you? **[BI: leave old values in, trend variable]**
   a. MEP Program Improvement
   b. EDFacts Submissions: Changes for School Year (SY) 2017-18
   c. MSIX Cybersecurity and Accounts Management
   d. Measurable Program Outcomes (MPOs) to Impact Statewide Assessment Results
   e. I did not participate in a webinar this year

MEP3. Please check up to three technical assistance topics that you will need in the future, in order to improve the performance of your MEP. (Check boxes with the maximum of three to be selected for the topics below) **[PN: Multi-select with max of 3 choices. Randomize]**
   a. Child Eligibility
   b. Comprehensive Needs Assessment
   c. Continuation of Services
   d. 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
   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]

MEP4. What is the most useful method for OME to communicate pertinent information, such as new developments or policy, to you (e.g. webinars, in-person presentations, listserv, mass emails to G5 program contacts, conference calls, website posting) (Open end)

ONLY IF Q1=20 Education for Homeless Children and Youth Program – McKinney-Vento ASK 1-7 BELOW

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

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

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

NCHE
EHCYP1. Responsiveness in answering questions.
EHCYP 2. Knowledge of technical material

On a scale of 1 to 10, where "1" is "Not very effective" and "10" is "Very effective," please rate the effectiveness of the TA efforts provided by the US Department of Education and NCHE staff in helping you with the following:
Put "NA" if the item is not applicable to you or you don't know how to respond.
FORMATTING NOTE – USE 2 COLUMNS FOR EACH QUESTION TO SHOW USDE and NCHE

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

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

Think about the products the Department and NCHE provided to you. On a scale of 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the products to support the Education for Homeless Children and Youth program:
Put "NA" if the item is not applicable to you or you don't know how to respond.

FORMATTING NOTE – USE 2 COLUMNS FOR EACH QUESTION TO SHOW QUALITY AND USEFULNESS
Quality
EHCYP 6. Products

Usefulness
EHCYP 6a. Products

CFI Group

ONLY IF Q1=21 Student Support and Academic Enrichment ASK 1-8 BELOW

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

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

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

US Department of Education
SSAE1.   Responsiveness in answering questions.
SSAE 2. Knowledge of technical material

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

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

US Department of Education
SSAE 3. Meeting program compliance requirements
SSAE 4. Website
SSAE 5. Products

Please rate the program staff on the following attributes, where "1" is "Poor" and "10" is "Excellent".

SSAE 6. Clarity of communication
SSAE 7. Professionalism

ONLY IF Q1=22 TITLE I PART A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATION AGENCIES (LEAs) 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].

T1PA1.   Provides assistance that enhances my capacity to implement your Title I grant

T1PA2.   Provides support that is responsive to my State's needs to implement your Title I grant

T1PA3. Helps my State address grant implementation challenges

T1PA4.   Provides information about key changes to requirements (e.g., provisions under ESSA, dear colleague letters, flexible uses of funds)

**ONLY IF Q1=23 English Language Acquisition State Grants/Title III State Formula Grant Program
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].

ELA1.   Provides assistance that enhances my capacity to implement your Title III grant
ELA2.   Provides support that is responsive to my State's needs to implement your Title III grant
ELA3.   Helps my State address grant implementation challenges
ELA4.   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 (e.g., opportunities for peer learning, collaboration calls, grantee meetings, communities of practice, webinars, publication of non-regulatory guidance, support transitioning to the *Every Student Succeeds Act*, review of State Plans) to support your State's implementation of your Title III grant.

ELA5.   What services provided by the Department have been most helpful or effective? (Please cite specific examples) (open ended)
ELA6.   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) (open ended)

ONLY IF Q1=24a Rural Education Achievement Program (REAP)/Rural Low-Income School Program ASK 1-8 BELOW

RLIS1.   How could we make the REAP webinars more beneficial to you? (Open end)

RLIS2.   How frequently should we hold REAP webinars?
   a) Annually
   b) Semi-annually
   c) Quarterly
   d) Other (please specify)

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

RLIS3. Accessibility and responsiveness of REAP program staff

RLIS4. Clarity of information provided by REAP program staff

RLIS5. What could the REAP team do to improve the content of technical assistance? (Open end)

RLIS6. Please check up to 3 topics for technical assistance that you will need in the future in order to improve the performance of your RLIS grant. (Check boxes with the maximum of 3 to be selected for the topics below) [PN: Multi-select with max of 3 choices. Randomize]
   a) Use of grant funds
   b) Use of G5 (i.e., grantee information, grant award notice (GAN), available funds, drawdown of funds, etc.)
   c) Use of Max.gov
   d) Providing Technical Assistance to Grantees
   e) REAP Eligibility Data and Estimating Award Amounts
   f) Consolidated grant application process
   g) Grant eligibility data review & submission
   h) Fiscal accounting procedures
   i) Monitoring RLIS grantees
   j) Use of grant funds for administrative costs
   k) Reporting and use of data
   l) Other (please specify)

RLIS7. How can we improve the content and navigation of our online resource, http://www2.ed.gov/programs/reaprlisp/index.html in order to make your experience more useful? (Open end)

RLIS8. What recommendations would you like to make to the REAP program staff to assist you in administering your grant effectively? (Open end)

CFI Group

ONLY IF Q1=25 Rural Education Achievement Program/Small, Rural School Achievement Program ASK 1-8 BELOW

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

SRSA1. Accessibility and responsiveness of REAP program staff

SRSA2. Clarity of information provided by REAP program staff

SRSA3. How could we make REAP webinars more beneficial to you? (Open end)

SRSA4. How frequently should we hold REAP webinars?
   a) Annually
   b) Semi-annually
   c) Quarterly
   d) Other (please specify)

ONLY IF Q1=26 Grants for State Assessments 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].

GSA1. Provides assistance that enhances my capacity to implement your Grant for State Assessment

GSA2. Provides support that is responsive to my State's needs to implement your Grant for State Assessment

GSA3. Helps my State address grant implementation challenges

GSA4. Provides information about key changes to requirements (e.g., new provisions under ESSA, dear colleague letters, flexible uses of funds)

ONLY IF Q1=27 Teacher and School Leader Incentive Grants ASK 1-6 BELOW

Think about the technical support and assistance you have received from the TQP TA provider, AEM. On a 10 point scale, where 1 is not very helpful and 10 is very helpful, please rate the technical assistance provided in terms of their:

TSL1.   Assistance in improving your program planning and implementation

TSL2.   Providing relevant information and ideas

TSL3.   Connecting you with other experts or practitioners working on similar programs

Consider your experiences with your Program Officer and/or other program staff members (through monitoring, periodic phone calls, email exchanges, or regular report review) over the course of your grant period. On a 10 point scale, where 1 is not very helpful and 10 is very helpful, please rate the assistance they have provided in terms of their:

TSL4.   Relevant knowledge of your program activities

TSL5.   Quality and helpfulness of communication

ONLY IF Q1=28 Supporting Effective Educator Development Program ASK 1-6 BELOW

Think about the technical support and assistance you have received from the TQP TA Center/Mathematica/AEM. 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:

SEED1. Assistance in improving your program planning and implementation
SEED2. Providing relevant information and ideas
SEED3. Connecting you with other experts or practitioners working on similar programs

Consider the SEED program's unique focus on having program level evaluations sufficient to meet the standards of the What Works Clearinghouse. On a 10 point scale where 1 is not at all easy and 10 is very easy, please rate your experience:

SEED4. Implementing a meaningful, rigorous evaluation
SEED5. Gaining helpful technical assistance to conduct a meaningful, rigorous evaluation

ONLY IF Q1=29 Charter Schools Program Grants for Replication and Expansion of High-Quality Charter Schools ASK 1-6 BELOW

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
CSP1. The dissemination of resources and opportunities the CSP provides
CSP2. The overall communication and information is accessible and is provided by the program is timely and responsive manner.

Monitoring/Technical Assistance
CSP3. The technical assistance you receive by the program staff on project implementation and budget questions
CSP4. The monitoring activities, annual performance report, and quarterly calls/reports allow you sufficient opportunity to provide program staff with an understanding of your project's practices, challenges, and accomplishments
CSP5. How satisfied are you with the guidance CSP provides on Federal grant compliance (i.e. Non-regulatory guidance, EDGAR, OMB Circular A-122, etc.)

CFI Group

ONLY IF Q1=30 Expanding Opportunities Through Quality Charter Schools Program (CSP) Grants to State ASK 1-6 BELOW

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
EO1. The dissemination of resources and opportunities the CSP provides
EO2. The overall communication and information is accessible and is provided by the program is timely and responsive manner.

Monitoring/Technical Assistance
EO3. The technical assistance you receive by the program staff on project implementation and budget questions
EO4. The monitoring activities, annual performance report, and quarterly calls/reports allow you sufficient opportunity to provide program staff with an understanding of your project's practices, challenges, and accomplishments
EO5. How satisfied are you with the guidance CSP provides on Federal grant compliance (i.e. Non-regulatory guidance, EDGAR, OMB Circular A-122, etc.)

ONLY IF Q1=31 Education Innovation and Research Programs ASK 1 BELOW

EIRP1.   What type of Investing in Innovation or Education Innovation and Research grant(s) do you currently have?
      a.   Development or early phase
      b.   Validation or Mid-phase
      c.   Scale-up or expansion

ONLY IF Q1=32 Magnet Schools Assistance Program ASK 1-6 BELOW

MSAP1. Did you ask your ED Program Contact, "PROGRAM OFFICER", for assistance in areas not related to fiscal or grant administration issues?

MSAP2. [If Q1=Yes] On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the Program Officer quality of assistance.

MSAP3. On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent", please rate the Program Officer responsiveness.

MSAP4. On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the MSAP Center technical assistance support.

MSAP5. On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the GRADS 360 system.

MSAP6. On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the overall effectiveness of the assistance you have received from the MSAP.

ONLY IF Q1=33 Promise Neighborhoods ASK 1-6 BELOW

PN1.   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

PN2.   [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.

PN3.   On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the Urban Institute's Needs Assessment Quality.

PN4.   On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the Urban Institute's other services.

PN5.   On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the SCORECARD system.

PN6.   On a scale from 1 to 10, where "1" is "Poor" and "10" is "Excellent," please rate the GRADS 360 system.

ONLY IF Q1=34 Demonstration Grants for Indian Children/Special Projects Demonstration Grants ASK 1-8 BELOW

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

DGIC1. Accessibility and timely responsiveness of program staff
DGIC 2. Usefulness and relevance of webinar-based technical assistance
DGIC 3. Usefulness and relevance of project director meeting technical assistance
DGIC 4. Usefulness and relevance of technical assistance resources on the OIE web site.

DGIC 5. 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.   Cultural Relevance
   h.   Allowable Costs and Budgeting Flexibilities

ONLY IF Q1=35 Neglected and Delinquent State and Local Agency Programs ASK 1-6 BELOW

Think about the technical assistance (TA) you received from individual U.S. Department of Education program staff for the Neglected and Delinquent State Agency and Local Educational Agency Program, including coordination with activities arranged by the technical assistance contractor, The National Technical Assistance Center for the Education of Neglected and Delinquent Children and Youth (NDTAC), or independently.

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

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

NDTAC
NDTAC1. Responsiveness in answering questions.
NDTAC2. Knowledge of technical material

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

US Department of Education
NDTAC3. Meeting program compliance requirements
NDTAC4. Assisting you (as state coordinators) to impact performance results
NDTAC 5.   Developing cross-agency collaborations

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

FORMATTING NOTE – USE 2 COLUMNS FOR QUESTION 6 TO SHOW QUALITY AND USEFULNESS

NDTAC 6.   Think about the products the Department and NDTAC provided to you. On a 10-point scale, where 1 is Poor and 10 is Excellent, please rate the products to support the Education for Neglected and Delinquent children program.

Appendix B:
Attribute Tables and Non-Scored Responses

Dept of Ed CFO – Aggregate (2018 v 2019)
Score Table

	2018 Scores	2019 Scores	Difference	Significant Difference	Aggregate Impact
Sample Size	**1,462**	**1,485**			
ED Staff/Coordination	**85**	**82**	**-3**	**↓**	**0.4**
Knowledge of relevant legislation, regulations, policies, and procedures	88	83	-5	↓	--
Responsiveness to your questions	84	80	-4	↓	--
Accuracy of responses	88	86	-2	↓	--
Sufficiency of legal guidance in responses	86	82	-4	↓	--
Consistency of responses with ED staff from different program offices	85	80	-5	↓	--
Collaboration with other ED programs or offices in providing relevant services	86	80	-6	↓	--
Online Resources	**73**	**68**	**-5**	**↓**	**0.3**
Ease of finding material online	72	67	-5	↓	--
Freshness of content	73	68	-5	↓	--
Ability to accomplish what you want on the site	73	68	-5	↓	--
Ease of reading the site	74	70	-4	↓	--
Ease of navigation	73	68	-5	↓	--
Documents	**79**	**77**	**-2**	**↓**	**1.7**
Clarity	78	77	-1		--
Organization of information	80	78	-2	↓	--
Sufficiency of detail to meet your program needs	78	76	-2	↓	--
Relevance to your areas of need	80	79	-1		--
Comprehensiveness in addressing the scope of issues that you face	77	75	-2	↓	--
Information in Application Package	**82**	**87**	**5**	**↑**	**N/A**
Program Purpose	83	88	5	↑	--
Program Priorities	83	88	5	↑	--
Selection Criteria	81	85	4	↑	--
Review Process	78	82	4	↑	--
Budget Information and Forms	79	82	3	↑	--
Deadline for Submission	86	91	5	↑	--
Dollar Limit on Awards	83	88	5	↑	--
Page Limitation Instructions	82	87	5	↑	--
Formatting Instructions	79	85	6	↑	--
Program Contact	85	90	5	↑	--
OESE's Technical Assistance	**74**	**72**	**-2**		**2.0**
Effectiveness of OESE in helping you learn to implement grant programs	78	75	-3		--
Usefulness of OESE`s technical assistance services as a model	69	68	-1		--
ACSI	**73**	**74**	**1**		**N/A**
How satisfied are you with ED's products and services	79	80	1		--
How well ED`s products and services meet expectations	70	71	1	↑	--
How well ED compares with ideal products and services	68	70	2		--
Trust	**--**	**81**	**--**		**4.2**
Level of trust in office to meet your organization`s needs	--	81	--		--
Native American and Alaska Native Children in School Program					
Technical assistance from OELA office	--	78	--		--
Technical assistance from program officer	91	78	-13	↓	--
Usefulness of OELA website	85	76	-9		--
Usefulness of NCELA website	88	77	-11		--
Usefulness of OELA Facebook	100	53	-47	↓	--

	2018 Scores	2019 Scores	Difference	Significant Difference	Aggregate Impact
Sample Size	1,462	1,485			
National Professional Development Program					
Technical assistance from OELA office	--	80	--		--
Technical assistance from program officer	84	82	-2		--
Usefulness of OELA website	79	78	-1		--
Usefulness of NCELA website	86	82	-4		--
Usefulness of OELA Facebook	85	69	-16		--
Adult Education and Family Literacy to State Directors of Adult Ed					
Ease of reporting using the NRS web-based system	80	76	-4		--
Usefulness of the training offered by OCTAE through its contract to support NRS	80	79	-1		--
Being well-organized	--	84	--		--
Providing pre-planning adequate guidance	--	90	--		--
Setting expectations for the visit	--	84	--		--
Using state peer reviewers in federal monitoring process	--	91	--		--
Being up-to-date	90	88	-2		--
Relevance of information	88	87	-1		--
Usefulness to your program	88	87	-1		--
Usefulness of products helping your state meet AEFLA program priorities	83	83	0		--
Carl D. Perkins Career & Tech Ed State Directors					
CAR`s user-friendliness	78	72	-6		--
PCRN's usefulness to your program	86	84	-2		--
Developing Hispanic Serving Institutions					
Responsiveness to questions	82	84	2		--
Knowledge of relevant legislation, regulations, policies, and procedures	88	85	-3		--
Ability to resolve issues	87	85	-2		--
Use of clear communication	85	85	0		--
Timely resolution of issues	85	84	-1		--
National Resource Centers Program					
Knowledge of relevant legislation, regulations, policies, and procedures	--	93	--		--
Responsiveness to inquiries	--	96	--		--
Timely resolution of issues	--	94	--		--
Timely acknowledgement and processing of requests	--	96	--		--
Ability to respond to all issues without bias or preference	--	97	--		--
Quality of information or feedback received from program staff	--	94	--		--
Effective in supporting instruction in necessary fields	--	93	--		--
Supports work in language aspects of professional and other fields of study	--	90	--		--
Supports research and training in international studies	--	92	--		--
Teaching of any modern foreign language	--	94	--		--
Instruction in necessary fields	--	94	--		--
Research and training in international studies	--	93	--		--
Language aspects of professional and other fields of study	--	92	--		--
Instruction and research on issues in world affairs	--	94	--		--
NRC program selection criteria	--	83	--		--

	2018 Scores	2019 Scores	Difference	Significant Difference	Aggregate Impact
Sample Size	1,462	1,485			
Strengthening Institutions Program					
Responsiveness to questions	76	82	6	↑	--
Knowledge of relevant legislation, regulations, policies, and procedures	81	86	5		--
Ability to resolve issues	80	87	7	↑	--
Use of clear and concise written and verbal communication	78	85	7	↑	--
Timely resolution of general programmatic and/or financial issues	74	83	9	↑	--
Post award guidelines	69	78	9	↑	--
Performance reports	66	69	3		--
Child Care Access Means Parents in School					
Working relationship with program staff	--	81	--		--
Level of accessibility you have to program staff	--	81	--		--
Responsiveness to inquiries	--	80	--		--
GEAR UP	**--**	**76**	**--**		**N/A**
Knowledge of relevant legislation, regulation, policies and procedures	--	79	--		--
Ability to provide qualitative tech assistance regarding issues and challenges	--	77	--		--
Ability to answer inquiries and concerns in a timely manner	--	77	--		--
GEAR UP program specialist knowledge of APR content and reporting requirements	--	81	--		--
Accuracy, availability and efficiency of instructions on the reporting system	--	76	--		--
Helpdesk ability to resolve issues in accurate and timely manner	--	84	--		--
Organization of information	--	71	--		--
User friendliness	--	69	--		--
Accuracy of Information	--	77	--		--
IDEA-State Directors of Special Education (Part B)					
Clarity of information received in developing applications and reports	82	75	-7		--
Timeliness of responses	86	79	-7		--
OSEP-funded TA provider	88	85	-3		--
Education Department-funded TA provider	57	62	5		--
Professional associations	83	81	-2		--
Conferences where research is presented	75	74	-1		--
Books	54	52	-2		--
Journal articles	61	60	-1		--
Personal interaction with peers	82	80	-2		--
IDEAS that work website	73	61	-12	↓	--
The Department`s new IDEA website	74	60	-14	↓	--
osep.grads360.org	85	71	-14	↓	--

	2018	2019		Significant Difference	Aggregate Impact
	Scores	Scores	Difference		
Sample Size	1,462	1,485			
IDEA-Part C Infants and Toddlers with Disabilities Program					
Clarity of information received in developing applications and reports	81	74	-7		--
Timeliness of responses	86	79	-7		--
OSEP-funded TA provider	90	88	-2		--
Education Department-funded TA provider	44	46	2		--
Professional associations	80	81	1		--
Conferences where research is presented	70	70	0		--
Books	48	55	7		--
Journal articles	59	60	1		--
Personal interaction with peers	79	80	1		--
IDEAS that work website	59	60	1		--
The Department`s new IDEA website	59	56	-3		--
osep.grads360.org	76	70	-6		--
RSA Vocational Rehabilitation Program					
Responsiveness to questions and requests for technical assistance	--	61	--		--
Supportiveness in helping complete Unified or Combined State Plan	--	64	--		--
Dissemination of subregulatory guidance	--	61	--		--
Provision of effective training and dissemination of relevant information	--	58	--		--
Data Collection and Reporting	--	56	--		--
Fiscal/Grant Management	--	67	--		--
Programmatic	--	59	--		--
Technical Assistance	--	59	--		--
Utility of website for entering required data, retrieving and revising reports	--	62	--		--
Ease of navigating website	--	57	--		--
Usefulness of information available on the website	--	57	--		--
Website technical support	--	67	--		--
Supporting Effective Instruction State Grants					
Provides assistance that enhances capacity to implement	68	59	-9		--
Provides support that is responsive to my State's needs to implement	67	59	-8		--
Helps address implementation challenges	65	63	-2		--
Provides information about key changes to requirements	73	66	-7		--
21st Century Community Learning Centers					
Provides assistance that enhances the capacity to implement	--	80	--		--
Provides support that is timely and responsive to my State's needs to implement	--	77	--		--
Helpfulness of information provided	88	85	-3		--
Likelihood to recommend Y4Y website	92	91	-1		--
Payments for Federal Property (Section 7002)					
Impact Aid staff`s responsiveness to answering questions	94	95	1		--
Impact Aid staff`s supportiveness in helping complete application	94	97	3		--
Impact Aid staff`s knowledge about technical material	93	97	4		--
Quality of interaction with staff during review process	88	93	5		--

CFI Group

	2018 Scores	2019 Scores	Difference	Significant Difference	Aggregate Impact
Sample Size	1,462	1,485			
Payments for Federally Connected Children (Section 7003)					
Effectiveness in providing TA or instructions regarding performance reports	79	80	1		--
Staff`s performance in answering questions and helping complete application	83	86	3		--
Ease of reaching person who could address concern	75	83	8		--
Impact Aid staff`s ability to resolve issue	78	85	7		--
Comprehensive Literacy State Development					
Responsiveness to questions	94	91	-3		--
Timely resolution of general programmatic and financial issues	89	87	-2		--
Use of clear and concise written and verbal communication	91	89	-2		--
Quality of information or feedback received from SRCL program officer	92	93	1		--
Frequency of communication	82	89	7		--
Service provided by the program officer	92	93	1		--
Face-to-face SRCL Program Director`s National Convening	96	90	-6		--
Information and guidance provided to implement SRCL grant activities	90	84	-6		--
Indian Education Formula Grants to Local Education Agencies					
Responsiveness of staff in answering questions	84	83	-1		--
Timeliness of staff	87	85	-2		--
Quality of support	85	84	-1		--
Comprehensiveness of documents	83	82	-1		--
Ease of using EASIE system	82	84	2		--
Quality of training via webinars	80	81	1		--
Education for Homeless Children and Youth Program					
Responsiveness in answering questions - Technical Assistance Center (NCHE)	98	91	-7	↓	--
Knowledge of technical material - Technical Assistance Center (NCHE)	97	92	-5	↓	--
Meeting program compliance requirements - US Department of Education	88	88	0		--
Assisting you to impact performance results - US Department of Education	82	81	-1		--
Developing cross-agency collaborations - US Department of Education	80	82	2		--
Meeting program compliance requirements - Technical Assistance Center (NCHE)	93	89	-4		--
Assisting you to impact performance results - Technical Assistance Center (NCHE)	89	85	-4		--
Developing cross-agency collaborations - Technical Assistance Center (NCHE)	85	85	0		--
Products - Quality	92	90	-2		--
Products - Usefulness	95	89	-6	↓	--
Student Support and Academic Enrichment					
Responsiveness in answering questions	59	51	-8		--
Knowledge of technical material	65	61	-4		--
Meeting program compliance requirements	63	54	-9		--
Website	62	57	-5		--
Products	58	56	-2		--
Clarity of communication	--	58	--		--
Professionalism	--	82	--		--

	2018 Scores	2019 Scores	Difference	Significant Difference	Aggregate Impact
Sample Size	**1,462**	**1,485**			
Improving Basic Programs Operated by Local Educational Agencies – Title I					
Provides assistance that enhances capacity to implement	71	69	-2		--
Provides support that is responsive to my State's needs to implement	64	67	3		--
Helps address implementation challenges	60	65	5		--
Provides information about key changes to requirements	67	68	1		--
English Language Acquisition State Grants (Title III State Formula Grants)					
Provides assistance that enhances capacity to implement	76	62	-14	↓	--
Provides support that is responsive to my State's needs to implement	70	64	-6		--
Helps address implementation challenges	73	63	-10		--
Provides information about key changes to requirements	77	73	-4		--
Rural Education Achievement Program (REAP)/RLIS					
Accessibility and responsiveness of staff	64	82	18	↑	--
Clarity of information provided by program staff	71	83	12		--
Rural Education Achievement Program (REAP)/SRSA					
Accessibility and responsiveness of staff	81	81	0		--
Clarity of information provided by program staff	82	81	-1		--
Grants for State Assessments					
Provides assistance that enhances capacity to implement	69	77	8		--
Provides support that is responsive to my State's needs to implement	69	80	11	↑	--
Helps address implementation challenges	66	75	9		--
Provides information about key changes to requirements	72	82	10	↑	--
Teacher and School Leader Incentive Grants					
Assistance in improving program planning and implementation	--	72	--		--
Providing relevant information and ideas	--	72	--		--
Connecting you with other experts or practitioners	--	78	--		--
Relevant knowledge of program activities	--	73	--		--
Quality and helpfulness of communication	--	75	--		--
Supporting Effective Educator Development Program					
Assistance in improving program planning and implementation	--	71	--		--
Providing relevant information and ideas	--	74	--		--
Connecting you with other experts or practitioners	--	74	--		--
Implementing a meaningful, rigorous evaluation	--	61	--		--
Gaining helpful tech assistance to conduct meaningful, rigorous evaluation	--	68	--		--
Replication and Expansion of High-Quality Charter Schools					
Dissemination of resources and opportunities the CSP provides	--	59	--		--
Comms and info accessible and provided in timely manner	--	50	--		--
Technical assistance receive on project implementation and budget questions	--	63	--		--
Assistance gives opportunity to give staff an understanding of your project	--	54	--		--
Guidance CSP provides on Federal grant compliance	--	50	--		--

	2018 Scores	2019 Scores	Difference	Significant Difference	Aggregate Impact
Sample Size	**1,462**	**1,485**			
Charter Schools Program (CSP) Grants to State Entities					
Dissemination of resources and opportunities the CSP provides	--	60	--		--
Comms and info accessible and provided in timely manner	--	62	--		--
Technical assistance receive on project implementation and budget questions	--	65	--		--
Assistance gives opportunity to give staff an understanding of your project	--	65	--		--
Guidance CSP provides on Federal grant compliance	--	57	--		--
Magnet Schools Assistance Program					
Program Officer quality of assistance	--	94	--		--
Program Officer responsiveness	--	79	--		--
MSAP Center technical assistance support	--	85	--		--
GRADS 360 system	--	60	--		--
Overall effectiveness of assistance received from MSAP	--	82	--		--
Promise Neighborhoods					
ED Program Contacts quality of assistance	--	87	--		--
Urban Institute`s Needs Assessment Quality	--	79	--		--
Urban Institute`s other services	--	76	--		--
SCORECARD system	--	77	--		--
GRADS 360 system	--	53	--		--
Demonstration Grants for Indian Children/Special Projects for Indian Children					
Accessibility and responsiveness of program staff	67	66	-1		--
Usefulness and relevance of webinar-based technical assistance	67	75	8		--
Usefulness and relevance of project director meeting technical assistance	78	74	-4		--
Usefulness and relevance of technical assistance resources on the OIE web site	67	67	0		--
Neglected and Delinquent State and Local Agency Programs					
Responsiveness in answering questions - Technical Assistance Center (NDTAC)	81	87	6		--
Knowledge of technical material - Technical Assistance Center (NDTAC)	82	82	0		--
Meeting program compliance requirements - US Department of Education	76	60	-16	↓	--
Assisting you to impact performance results - US Department of Education	70	57	-13		--
Developing cross-agency collaborations - US Department of Education	67	59	-8		--
Meeting program compliance requirements - Technical Assistance Center (NDTAC)	83	80	-3		--
Assisting to impact performance results - Technical Assistance Center (NDTAC)	82	78	-4		--
Developing cross-agency collaborations - Technical Assistance Center (NDTAC)	78	79	1		--
Products - Quality	83	82	-1		--
Products - Usefulness	82	80	-2		--

Dept of Ed CFO – Aggregate (2018 v 2019)
Demographic Table

	2018		2019	
	Percent	Frequency	Percent	Frequency
Program				
Native American and Alaska Native Children in School Program	1%	9	1%	16
National Professional Development Program	4%	46	3%	45
Adult Education and Family Literacy to State Directors of Adult Education	4%	42	2%	34
Carl D. Perkins Career and Technical Education State Directors	3%	30	2%	26
Developing Hispanic Serving Institutions	10%	109	8%	116
National Resource Centers Program	0%	0	4%	60
Strengthening Institutions Program	11%	120	10%	144
Child Care Access Means Parents in School	0%	0	8%	122
GEAR UP	0%	0	5%	71
IDEA-State Directors of Special Education (Part B)	3%	32	2%	30
IDEA-Part C Infants and Toddlers with Disabilities Program	3%	31	2%	36
RSA Vocational Rehabilitation Program	0%	0	3%	38
Supporting Effective Instruction State Grants	3%	28	1%	17
21st Century Community Learning Centers	4%	37	3%	42
Payments for Federal Property (Section 7002)	5%	48	3%	47
Payments for Federally Connected Children (Section 7003)	5%	49	3%	50
Comprehensive Literacy State Development	1%	11	1%	10
Indian Education Formula Grants to Local Education Agencies (LEAs)	5%	56	3%	49
Migrant Education Programs (Title I, Part C)	3%	32	2%	35
Education for Homeless Children and Youth Program	3%	32	2%	29
Student Support and Academic Enrichment	3%	31	1%	22
Improving Basic Programs Operated by Local Educational Agencies – Title I	2%	23	2%	24
English Language Acquisition State Grants (Title III State Formula Grants)	2%	24	1%	21
REAP-Rural and Low Income School (RLIS) Program	2%	25	2%	31
REAP-Small, Rural School Achievement (SRSA) Program	8%	79	6%	83
Grants for State Assessments	3%	32	2%	32
Teacher and School Leader Incentive Grants	0%	0	1%	19
Supporting Effective Educator Development Program	0%	0	1%	14
Replication and Expansion of High-Quality Charter Schools	0%	0	1%	12
Charter Schools Program (CSP) Grants to State Entities	0%	0	2%	26
i3/Education Innovation and Research	0%	0	3%	40
Magnet Schools Assistance Program	0%	0	2%	29
Promise Neighborhoods	0%	0	1%	11
Demonstration Grants for Indian Children/Special Projects for Indian Children	3%	32	3%	39
Neglected and Delinquent State and Local Agency Programs	3%	36	2%	25
School Climate Transformation Grants (LEA)	6%	59	3%	40
Number of Respondents	**1,053**		**1,485**	

Formula vs Discretionary				
Formula	48%	667	43%	633
Discretionary	52%	736	57%	852
Number of Respondents	**1,403**		**1,485**	

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	35%	505	37%	555
Agree	54%	786	51%	750
Disagree	8%	120	8%	117
Strongly Disagree	2%	27	2%	30
Does Not Apply	2%	24	2%	33
Number of Respondents	**1,462**		**1,485**	
Job role				
Project or State Director	--	--	61%	902
School Officer	--	--	2%	35
Grant Coordinator	--	--	20%	292
Superintendent	--	--	4%	58
Business Manager	--	--	6%	94
Other	--	--	7%	104
Number of Respondents	**--**		**1,485**	
Length of time in role				
Less than one year	--	--	13%	199
Between 1-3 years	--	--	33%	487
Between 3-10 years	--	--	34%	510
More than 10 years	--	--	19%	289
Number of Respondents	**--**		**1,485**	

CFI Group

21st Century Community Learning Centers
Score Table

	2013	2014	2015	2016	2017	2018	2019
Sample Size	34	26	29	36	41	37	42
ED Staff/Coordination	**76**	**76**	**73**	**71**	**82**	**78**	**85**
Knowledge of relevant legislation, regulations, policies, and procedures	80	78	76	74	83	83	84
Responsiveness to your questions	80	80	68	65	78	77	83
Accuracy of responses	81	80	81	76	84	81	90
Sufficiency of legal guidance in responses	77	75	76	67	81	76	83
Consistency of responses with ED staff from different program offices	67	70	67	72	84	78	86
Collaboration with other ED programs or offices in providing relevant services	74	72	59	73	84	82	84
Online Resources	**66**	**56**	**61**	**60**	**70**	**74**	**69**
Ease of finding material online	66	53	62	60	71	69	69
Freshness of content	62	52	56	60	68	73	66
Ability to accomplish what you want on the site	65	58	62	61	69	70	67
Ease of reading the site	70	57	65	66	72	76	72
Ease of navigation	64	58	65	65	70	76	70
Documents	**63**	**65**	**63**	**68**	**70**	**73**	**79**
Clarity	61	66	63	69	71	74	80
Organization of information	66	69	66	73	73	76	82
Sufficiency of detail to meet your program needs	58	61	61	67	67	72	77
Relevance to your areas of need	67	66	67	71	72	76	83
Comprehensiveness in addressing the scope of issues that you face	61	61	58	63	68	69	74
OESE's Technical Assistance	**67**	**61**	**59**	**64**	**72**	**74**	**77**
Effectiveness of OESE in helping you learn to implement grant programs	--	67	62	67	75	79	81
Usefulness of OESE`s technical assistance services as a model	--	54	56	59	69	71	74
ACSI	**61**	**53**	**54**	**59**	**67**	**68**	**74**
How satisfied are you with ED's products and services	69	60	60	65	73	74	80
How well ED`s products and services meet expectations	53	48	52	56	63	64	74
How well ED compares with ideal products and services	56	48	50	56	64	66	68
Trust	**--**	**--**	**--**	**--**	**--**	**--**	**80**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	--	80
21st Century Community Learning Centers							
Provides assistance that enhances the capacity to implement	--	--	--	--	--	--	80
Provides support that is timely and responsive to my State's needs to implement	--	--	--	--	--	--	77
Helpfulness of information provided	--	--	--	77	84	88	85
Likelihood to recommend Y4Y website	--	--	--	89	89	92	91

CFI Group

Demographic Table

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	19%	7	29%	12
Agree	65%	24	60%	25
Disagree	14%	5	12%	5
Strongly Disagree	0%	0	0%	0
Does Not Apply	3%	1	0%	0
Number of Respondents	37		42	

Job role				
Project or State Director	--	--	81%	34
School Officer	--	--	0%	0
Grant Coordinator	--	--	7%	3
Superintendent	--	--	0%	0
Business Manager	--	--	0%	0
Other	--	--	12%	5
Number of Respondents	--			

Length of time in role				
Less than one year	--	--	19%	8
Between 1-3 years	--	--	19%	8
Between 3-10 years	--	--	43%	18
More than 10 years	--	--	19%	8
Number of Respondents	--			

Adult Education and Family Literacy to State Directors of Adult Education
Score Table

	2013	2014	2015	2016	2017	2018	2019
Sample Size	34	20	38	32	31	42	34
ED Staff/Coordination	**91**	**91**	**85**	**83**	**84**	**89**	**85**
Knowledge of relevant legislation, regulations, policies, and procedures	94	94	87	85	86	91	89
Responsiveness to your questions	92	92	87	84	85	91	89
Accuracy of responses	93	94	88	86	87	92	88
Sufficiency of legal guidance in responses	87	86	81	76	81	86	84
Consistency of responses with ED staff from different program offices	88	86	86	85	83	87	83
Collaboration with other ED programs or offices in providing relevant services	91	93	82	83	81	87	81
Online Resources	**76**	**76**	**79**	**73**	**74**	**75**	**68**
Ease of finding material online	69	69	74	68	69	69	67
Freshness of content	77	79	82	72	72	74	70
Ability to accomplish what you want on the site	75	73	79	73	72	75	67
Ease of reading the site	76	76	80	73	74	75	70
Ease of navigation	71	71	74	69	72	73	67
Documents	**81**	**84**	**79**	**77**	**80**	**83**	**83**
Clarity	81	85	82	78	80	84	84
Organization of information	83	88	82	81	84	84	85
Sufficiency of detail to meet your program needs	80	83	78	73	75	81	81
Relevance to your areas of need	82	83	80	83	86	87	85
Comprehensiveness in addressing the scope of issues that you face	77	81	75	70	76	78	81
ACSI	**77**	**75**	**75**	**72**	**72**	**75**	**76**
How satisfied are you with ED's products and services	83	80	82	78	79	81	83
How well ED`s products and services meet expectations	73	73	71	73	69	74	74
How well ED compares with ideal products and services	72	72	71	66	68	71	72
Trust	**--**	**--**	**--**	**--**	**--**	**--**	**93**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	--	93
Adult Education and Family Literacy to State Directors of Adult Ed							
Ease of reporting using the NRS web-based system	84	88	83	82	80	80	76
Usefulness of the training offered by OCTAE through its contract to support NRS	81	88	79	79	78	80	79
Being well-organized	--	--	--	--	--	--	84
Providing pre-planning adequate guidance	--	--	--	--	--	--	90
Setting expectations for the visit	--	--	--	--	--	--	84
Using state peer reviewers in federal monitoring process	--	--	--	--	--	--	91
Being up-to-date	92	91	90	86	87	90	88
Relevance of information	91	89	88	89	89	88	87
Usefulness to your program	92	85	87	86	87	88	87
Usefulness of products helping your state meet AEFLA program priorities	85	79	78	79	80	83	83

Demographic Table

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	33%	14	47%	16
Agree	60%	25	44%	15
Disagree	5%	2	6%	2
Strongly Disagree	2%	1	0%	0
Does Not Apply	0%	0	3%	1
Number of Respondents	42		34	

Job role				
Project or State Director	--	--	100%	34
School Officer	--	--	0%	0
Grant Coordinator	--	--	0%	0
Superintendent	--	--	0%	0
Business Manager	--	--	0%	0
Other	--	--	0%	0
Number of Respondents	--			

Length of time in role				
Less than one year	--	--	15%	5
Between 1-3 years	--	--	24%	8
Between 3-10 years	--	--	47%	16
More than 10 years	--	--	15%	5
Number of Respondents	--			

Carl D Perkins Career and Technical Education State Directors
Score Table

	2013	2014	2015	2016	2017	2018	2019
Sample Size	37	28	23	24	24	30	26
ED Staff/Coordination	**86**	**89**	**83**	**86**	**85**	**93**	**89**
Knowledge of relevant legislation, regulations, policies, and procedures	89	91	89	88	89	94	90
Responsiveness to your questions	87	90	82	85	90	93	93
Accuracy of responses	88	90	87	88	87	93	93
Sufficiency of legal guidance in responses	85	87	78	80	74	91	85
Consistency of responses with ED staff from different program offices	80	85	82	85	82	93	89
Collaboration with other ED programs or offices in providing relevant services	74	86	90	85	85	92	86
Online Resources	**72**	**70**	**68**	**76**	**75**	**83**	**80**
Ease of finding material online	68	68	66	74	75	80	81
Freshness of content	70	74	72	80	72	81	78
Ability to accomplish what you want on the site	69	69	68	74	75	85	81
Ease of reading the site	73	72	70	77	75	84	81
Ease of navigation	70	69	69	77	75	83	76
Documents	**78**	**81**	**79**	**77**	**80**	**83**	**79**
Clarity	79	81	78	75	79	83	83
Organization of information	80	81	79	81	82	84	81
Sufficiency of detail to meet your program needs	77	80	76	75	81	83	76
Relevance to your areas of need	78	82	85	79	83	84	84
Comprehensiveness in addressing the scope of issues that you face	75	81	78	75	77	83	72
ACSI	**70**	**74**	**71**	**72**	**77**	**79**	**78**
How satisfied are you with ED's products and services	77	80	77	80	83	83	84
How well ED`s products and services meet expectations	67	70	69	68	75	78	75
How well ED compares with ideal products and services	65	70	65	67	72	74	73
Trust	**--**	**--**	**--**	**--**	**--**	**--**	**92**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	--	92
Carl D. Perkins Career & Tech Ed State Directors							
CAR`s user-friendliness	76	65	68	69	73	78	72
PCRN's usefulness to your program	75	76	80	82	81	86	84

Demographic Table

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	37%	11	46%	12
Agree	63%	19	42%	11
Disagree	0%	0	4%	1
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	8%	2
Number of Respondents	**30**		**26**	

Job role				
Project or State Director	--	--	100%	26
School Officer	--	--	0%	0
Grant Coordinator	--	--	0%	0
Superintendent	--	--	0%	0
Business Manager	--	--	0%	0
Other	--	--	0%	0
Number of Respondents	**--**			

Length of time in role				
Less than one year	--	--	27%	7
Between 1-3 years	--	--	38%	10
Between 3-10 years	--	--	27%	7
More than 10 years	--	--	8%	2
Number of Respondents	**--**			

Length of time as CTE state director				
Less than one year	0%	0	27%	7
1-3 years	0%	0	50%	13
3 or more years	0%	0	23%	6
Number of Respondents	**0**		**26**	

Charter Schools Program (CSP) Grants to State Entities
Score Table

	2019
Sample Size	26
ED Staff/Coordination	**72**
Knowledge of relevant legislation, regulations, policies, and procedures	72
Responsiveness to your questions	67
Accuracy of responses	79
Sufficiency of legal guidance in responses	74
Consistency of responses with ED staff from different program offices	74
Collaboration with other ED programs or offices in providing relevant services	68
Online Resources	**57**
Ease of finding materials online	58
Freshness of content	58
Ability to accomplish what you want on the site	55
Ease of reading the site	60
Ease of navigation	52
Documents	**70**
Clarity	68
Organization of information	71
Sufficiency of detail to meet your program needs	71
Relevance to your areas of need	71
Comprehensiveness in addressing the scope of issues that you face	66
OESE's Technical Assistance	**61**
Effectiveness of OESE in helping you learn to implement grant programs	64
Usefulness of OESE`s technical assistance services as a model	59
ACSI	**62**
How satisfied are you with ED's products and services	68
How well ED`s products and services meet expectations	61
How well ED compares with ideal products and services	57
Trust	**69**
Level of trust in office to meet your organization`s needs	69
Charter Schools Program (CSP) Grants to State Entities	
Dissemination of resources and opportunities the CSP provides	60
Comms and info accessible and provided in timely manner	62
Technical assistance receive on project implementation and budget questions	65
Assistance gives opportunity to give staff an understanding of your project	65
Guidance CSP provides on Federal grant compliance	57

Demographic Table

	2019	
	Percent	**Frequency**
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	23%	6
Agree	50%	13
Disagree	19%	5
Strongly Disagree	8%	2
Does Not Apply	0%	0
Number of Respondents	**26**	

Job role		
Project or State Director	81%	21
School Officer	0%	0
Grant Coordinator	15%	4
Superintendent	0%	0
Business Manager	0%	0
Other	4%	1
Number of Respondents	**26**	

Length of time in role		
Less than one year	15%	4
Between 1-3 years	54%	14
Between 3-10 years	31%	8
More than 10 years	0%	0
Number of Respondents	**26**	

CFI Group

Child Care Access Means Parents in School
Score Table

	2019
Sample Size	**122**
ED Staff/Coordination	**83**
Knowledge of relevant legislation, regulations, policies, and procedures	84
Responsiveness to your questions	81
Accuracy of responses	89
Sufficiency of legal guidance in responses	82
Consistency of responses with ED staff from different program offices	79
Collaboration with other ED programs or offices in providing relevant services	85
Online Resources	**65**
Ease of finding materials online	63
Freshness of content	64
Ability to accomplish what you want on the site	65
Ease of reading the site	68
Ease of navigation	67
Information in Application Package	**88**
Program Purpose	88
Program Priorities	88
Selection Criteria	86
Review Process	86
Budget Information and Forms	84
Deadline for Submission	93
Dollar Limit on Awards	89
Page Limitation Instructions	90
Formatting Instructions	88
Program Contact	90
ACSI	**82**
How satisfied are you with ED's products and services	89
How well ED`s products and services meet expectations	78
How well ED compares with ideal products and services	76
Trust	**87**
Level of trust in office to meet your organization`s needs	87
Child Care Access Means Parents in School	
Working relationship with program staff	81
Level of accessibility you have to program staff	81
Responsiveness to inquiries	80

CFI Group

Demographic Table

	2019	
	Percent	**Frequency**
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	50%	61
Agree	45%	55
Disagree	2%	3
Strongly Disagree	1%	1
Does Not Apply	2%	2
Number of Respondents	**122**	

Job role		
Project or State Director	49%	60
School Officer	4%	5
Grant Coordinator	27%	33
Superintendent	1%	1
Business Manager	2%	3
Other	16%	20
Number of Respondents	**122**	

Length of time in role		
Less than one year	22%	27
Between 1-3 years	25%	31
Between 3-10 years	25%	31
More than 10 years	27%	33
Number of Respondents	**122**	

Institution leadership provides support required for successful implementation		
Provide required support	93%	114
Do not provide required support	7%	8
Number of Respondents	**122**	

Comprehensive Literacy State Development
Score Table

	2013	2014	2015	2016	2017	2018	2019
Sample Size	9	5	5	5	0	11	10
ED Staff/Coordination	**83**	**73**	**59**	**75**	**--**	**90**	**92**
Knowledge of relevant legislation, regulations, policies, and procedures	83	78	58	80	--	89	92
Responsiveness to your questions	91	73	71	84	--	91	91
Accuracy of responses	83	64	50	76	--	96	94
Sufficiency of legal guidance in responses	83	81	56	76	--	85	91
Consistency of responses with ED staff from different program offices	78	75	48	61	--	89	92
Collaboration with other ED programs or offices in providing relevant services	78	63	30	59	--	88	86
Online Resources	**71**	**59**	**29**	**66**	**--**	**86**	**83**
Ease of finding material online	57	61	31	63	--	84	82
Freshness of content	67	64	33	63	--	83	84
Ability to accomplish what you want on the site	65	49	31	63	--	84	82
Ease of reading the site	67	69	31	63	--	88	84
Ease of navigation	75	60	31	64	--	91	82
Documents	**70**	**57**	**42**	**75**	**--**	**88**	**89**
Clarity	67	47	38	78	--	87	88
Organization of information	70	56	40	75	--	87	90
Sufficiency of detail to meet your program needs	70	64	40	75	--	87	89
Relevance to your areas of need	72	62	51	72	--	90	89
Comprehensiveness in addressing the scope of issues that you face	69	56	40	75	--	89	89
OESE's Technical Assistance	**74**	**60**	**39**	**74**	**--**	**82**	**85**
Effectiveness of OESE in helping you learn to implement grant programs	--	67	44	81	--	87	90
Usefulness of OESE`s technical assistance services as a model	--	53	22	50	--	77	79
ACSI	**60**	**45**	**45**	**66**	**--**	**82**	**86**
How satisfied are you with ED's products and services	67	60	60	71	--	85	91
How well ED`s products and services meet expectations	57	33	38	64	--	82	82
How well ED compares with ideal products and services	54	40	36	62	--	79	83
Trust	**--**	**--**	**--**	**--**	**--**	**--**	**91**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	--	91
Comprehensive Literacy State Development							
Responsiveness to questions	--	--	--	--	--	94	91
Timely resolution of general programmatic and financial issues	--	--	--	--	--	89	87
Use of clear and concise written and verbal communication	--	--	--	--	--	91	89
Quality of information or feedback received from SRCL program officer	--	--	--	--	--	92	93
Frequency of communication	--	--	--	--	--	82	89
Service provided by the program officer	--	--	--	--	--	92	93
Face-to-face SRCL Program Director`s National Convening	--	--	--	--	--	96	90
Information and guidance provided to implement SRCL grant activities	--	--	--	--	--	90	84

Demographic Table

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	64%	7	70%	7
Agree	36%	4	30%	3
Disagree	0%	0	0%	0
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents	**11**		**10**	

Job role				
Project or State Director	--	--	80%	8
School Officer	--	--	0%	0
Grant Coordinator	--	--	20%	2
Superintendent	--	--	0%	0
Business Manager	--	--	0%	0
Other	--	--	0%	0
Number of Respondents	**--**			

Length of time in role				
Less than one year	--	--	10%	1
Between 1-3 years	--	--	50%	5
Between 3-10 years	--	--	30%	3
More than 10 years	--	--	10%	1
Number of Respondents	**--**			

Demonstration Grants for Indian Children Special Projects for Indian Children
Score Table

	2017	2018	2019
Sample Size	30	32	39
ED Staff/Coordination	**75**	**77**	**68**
Knowledge of relevant legislation, regulations, policies, and procedures	81	84	71
Responsiveness to your questions	72	78	67
Accuracy of responses	79	79	74
Sufficiency of legal guidance in responses	77	80	75
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
Online Resources	**68**	**62**	**59**
Ease of finding materials online	70	63	58
Freshness of content	69	66	57
Ability to accomplish what you want on the site	70	62	58
Ease of reading the site	70	63	62
Ease of navigation	66	58	59
Documents	**69**	**68**	**68**
Clarity	70	68	69
Organization of information	69	71	69
Sufficiency of detail to meet your program needs	68	71	68
Relevance to your areas of need	69	69	70
Comprehensiveness in addressing the scope of issues that you face	70	62	66
OESE's Technical Assistance	**67**	**61**	**64**
Effectiveness of OESE in helping you learn to implement grant programs	68	66	66
Usefulness of OESE`s technical assistance services as a model	64	53	62
ACSI	**68**	**70**	**61**
How satisfied are you with ED's products and services	71	76	67
How well ED`s products and services meet expectations	68	68	57
How well ED compares with ideal products and services	64	65	57
Trust	**--**	**--**	**68**
Level of trust in office to meet your organization`s needs	--	--	68
Demonstration Grants for Indian Children/Special Projects for Indian Children			
Accessibility and responsiveness of program staff	76	67	66
Usefulness and relevance of webinar-based technical assistance	74	67	75
Usefulness and relevance of project director meeting technical assistance	73	78	74
Usefulness and relevance of technical assistance resources on the OIE web site	68	67	67

CFI Group

Demographic Table

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	22%	7	13%	5
Agree	69%	22	72%	28
Disagree	9%	3	10%	4
Strongly Disagree	0%	0	5%	2
Does Not Apply	0%	0	0%	0
Number of Respondents	32		39	

	2018		2019	
Job role				
Project or State Director	--	--	64%	25
School Officer	--	--	5%	2
Grant Coordinator	--	--	26%	10
Superintendent	--	--	0%	0
Business Manager	--	--	3%	1
Other	--	--	3%	1
Number of Respondents	--			

	2018		2019	
Length of time in role				
Less than one year	--	--	15%	6
Between 1-3 years	--	--	36%	14
Between 3-10 years	--	--	28%	11
More than 10 years	--	--	21%	8
Number of Respondents	--			

	2018		2019	
Data Collection				
1st	16%	5	15%	6
2nd	23%	7	10%	4
3rd	6%	2	23%	9
4th	6%	2	13%	5
5th	16%	5	13%	5
6th	6%	2	13%	5
7th	23%	7	10%	4
8th	3%	1	3%	1
Number of Respondents	31		39	

	2018		2019	
Performance Reporting				
1st	16%	5	21%	8
2nd	10%	3	31%	12
3rd	10%	3	3%	1
4th	13%	4	3%	1
5th	0%	0	3%	1
6th	16%	5	15%	6
7th	19%	6	10%	4
8th	16%	5	15%	6
Number of Respondents	31		39	

CFI Group

	2018		2019	
	Percent	Frequency	Percent	Frequency
Family Educational Rights and Privacy Act FERPA				
1st	19%	6	15%	6
2nd	3%	1	8%	3
3rd	6%	2	3%	1
4th	10%	3	5%	2
5th	10%	3	3%	1
6th	3%	1	10%	4
7th	10%	3	10%	4
8th	39%	12	46%	18
Number of Respondents	31		39	

Capacity Building				
1st	10%	3	10%	4
2nd	10%	3	13%	5
3rd	13%	4	8%	3
4th	23%	7	21%	8
5th	13%	4	5%	2
6th	16%	5	18%	7
7th	6%	2	15%	6
8th	10%	3	10%	4
Number of Respondents	31		39	

Parent Engagement				
1st	10%	3	10%	4
2nd	10%	3	8%	3
3rd	26%	8	8%	3
4th	10%	3	18%	7
5th	16%	5	26%	10
6th	19%	6	15%	6
7th	10%	3	13%	5
8th	0%	0	3%	1
Number of Respondents	31		39	

Partnerships				
1st	3%	1	3%	1
2nd	16%	5	3%	1
3rd	6%	2	28%	11
4th	26%	8	5%	2
5th	16%	5	31%	12
6th	16%	5	10%	4
7th	13%	4	13%	5
8th	3%	1	8%	3
Number of Respondents	31		39	

Cultural Relevance				
1st	10%	3	8%	3
2nd	16%	5	15%	6
3rd	13%	4	13%	5
4th	0%	0	18%	7
5th	23%	7	21%	8
6th	16%	5	5%	2
7th	13%	4	15%	6
8th	10%	3	5%	2
Number of Respondents	31		39	

	2018		2019	
	Percent	Frequency	Percent	Frequency
Allowable Costs and Budgeting Flexibilities				
1st	16%	5	18%	7
2nd	13%	4	13%	5
3rd	19%	6	15%	6
4th	13%	4	18%	7
5th	6%	2	0%	0
6th	6%	2	13%	5
7th	6%	2	13%	5
8th	19%	6	10%	4
Number of Respondents	**31**		**39**	

Developing Hispanic Serving Institutions
Score Table

	2016	2017	2018	2019
Sample Size	111	102	109	116
ED Staff/Coordination	**85**	**91**	**87**	**84**
Knowledge of relevant legislation, regulations, policies, and procedures	90	92	91	85
Responsiveness to your questions	81	89	85	82
Accuracy of responses	89	91	90	87
Sufficiency of legal guidance in responses	84	93	91	84
Consistency of responses with ED staff from different program offices	83	90	87	83
Collaboration with other ED programs or offices in providing relevant services	81	90	92	82
Online Resources	**75**	**79**	**70**	**71**
Ease of finding materials online	72	77	71	69
Freshness of content	74	78	71	70
Ability to accomplish what you want on the site	75	79	72	71
Ease of reading the site	74	78	73	72
Ease of navigation	72	76	71	71
Information in Application Package	**87**	**89**	**81**	**88**
Program Purpose	88	90	80	88
Program Priorities	87	88	80	89
Selection Criteria	84	88	80	85
Review Process	82	86	77	85
Budget Information and Forms	85	87	77	83
Deadline for Submission	91	91	85	91
Dollar Limit on Awards	89	90	84	91
Page Limitation Instructions	89	91	84	90
Formatting Instructions	86	88	82	88
Program Contact	88	92	85	89
ACSI	**73**	**78**	**72**	**79**
How satisfied are you with ED's products and services	79	84	78	84
How well ED`s products and services meet expectations	71	76	70	77
How well ED compares with ideal products and services	69	74	66	75
Trust	**--**	**--**	**--**	**86**
Level of trust in office to meet your organization`s needs	--	--	--	86
Developing Hispanic Serving Institutions				
Responsiveness to questions	80	88	82	84
Knowledge of relevant legislation, regulations, policies, and procedures	87	92	88	85
Ability to resolve issues	87	91	87	85
Use of clear communication	87	90	85	85
Timely resolution of issues	83	90	85	84

CFI Group

Demographic Table

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	30%	33	41%	47
Agree	57%	62	49%	57
Disagree	10%	11	6%	7
Strongly Disagree	3%	3	2%	2
Does Not Apply	0%	0	3%	3
Number of Respondents	**109**		**116**	

	2018		2019	
Job role				
Project or State Director	--	--	73%	85
School Officer	--	--	2%	2
Grant Coordinator	--	--	22%	26
Superintendent	--	--	0%	0
Business Manager	--	--	0%	0
Other	--	--	3%	3
Number of Respondents	**--**			

	2018		2019	
Length of time in role				
Less than one year	--	--	17%	20
Between 1-3 years	--	--	35%	41
Between 3-10 years	--	--	34%	40
More than 10 years	--	--	13%	15
Number of Respondents	**--**			

	2018		2019	
Length of time working on current grant - HSI				
Less than one year	10%	10	24%	28
1-2 years	27%	28	14%	16
2-3 years	42%	44	22%	25
3-4 years	17%	18	26%	30
4 or more years	5%	5	15%	17
Number of Respondents	**105**		**116**	

	2018		2019	
Frequency of interactions with HSI-Division staff				
Daily	0%	0	3%	3
Weekly	0%	0	0%	0
Monthly	32%	34	34%	40
A few times a year	60%	63	61%	71
Once a year	4%	4	1%	1
Less than once a year	4%	4	1%	1
Number of Respondents	**105**		**116**	

Quality of customer service from HSI-Division staff	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Excellent	50%	53	53%	61
Very Good	36%	38	36%	42
Average	10%	10	9%	10
Fair	4%	4	1%	1
Poor	0%	0	2%	2
Number of Respondents	**105**		**116**	

Education for Homeless Children and Youth Program
Score Table

	2013	2014	2015	2016	2017	2018	2019
Sample Size	33	19	37	35	36	32	29
ED Staff/Coordination	**94**	**89**	**91**	**86**	**93**	**88**	**87**
Knowledge of relevant legislation, regulations, policies, and procedures	96	92	95	91	97	90	90
Responsiveness to your questions	95	88	91	84	93	87	84
Accuracy of responses	95	90	94	93	94	90	88
Sufficiency of legal guidance in responses	93	88	90	81	87	86	88
Consistency of responses with ED staff from different program offices	91	84	86	91	95	88	88
Collaboration with other ED programs or offices in providing relevant services	94	89	86	91	93	85	84
Online Resources	**72**	**76**	**70**	**68**	**76**	**83**	**69**
Ease of finding material online	71	74	68	65	79	85	72
Freshness of content	75	77	74	75	80	81	71
Ability to accomplish what you want on the site	72	77	71	66	83	83	69
Ease of reading the site	73	77	71	69	80	84	68
Ease of navigation	67	74	69	66	74	80	65
Documents	**86**	**83**	**86**	**81**	**89**	**83**	**88**
Clarity	86	78	86	80	91	83	89
Organization of information	88	83	88	84	93	83	90
Sufficiency of detail to meet your program needs	85	83	84	77	86	81	87
Relevance to your areas of need	89	87	89	84	93	87	89
Comprehensiveness in addressing the scope of issues that you face	83	82	85	80	86	81	83
OESE's Technical Assistance	**83**	**85**	**83**	**75**	**85**	**73**	**78**
Effectiveness of OESE in helping you learn to implement grant programs	--	90	86	77	90	80	82
Usefulness of OESE`s technical assistance services as a model	--	80	78	73	82	66	76
ACSI	**75**	**77**	**78**	**73**	**83**	**80**	**79**
How satisfied are you with ED's products and services	79	81	83	76	88	85	84
How well ED`s products and services meet expectations	73	78	74	71	82	76	76
How well ED compares with ideal products and services	73	73	76	71	79	77	76
Trust	**--**	**--**	**--**	**--**	**--**	**--**	**80**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	--	80
Education for Homeless Children and Youth Program							
Responsiveness in answering questions - Technical Assistance Center (NCHE)	98	96	96	95	100	98	91
Knowledge of technical material - Technical Assistance Center (NCHE)	98	96	97	97	100	97	92
Meeting program compliance requirements - US Department of Education	93	90	87	84	92	88	88
Assisting you to impact performance results - US Department of Education	90	85	81	81	84	82	81
Developing cross-agency collaborations - US Department of Education	84	83	83	78	85	80	82
Meeting program compliance requirements - Technical Assistance Center (NCHE)	96	96	97	93	98	93	89
Assisting you to impact performance results - Technical Assistance Center (NCHE)	93	95	96	91	94	89	85
Developing cross-agency collaborations - Technical Assistance Center (NCHE)	84	87	89	82	87	85	85
Products - Quality	93	94	91	90	88	92	90
Products - Usefulness	94	95	97	96	97	95	89

Demographic Table

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and serv ices				
Strongly Agree	59%	19	38%	11
Agree	38%	12	59%	17
Disagree	3%	1	3%	1
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents	32		29	

Job role				
Project or State Director	--	--	79%	23
School Officer	--	--	0%	0
Grant Coordinator	--	--	14%	4
Superintendent	--	--	0%	0
Business Manager	--	--	3%	1
Other	--	--	3%	1
Number of Respondents	--			

Length of time in role				
Less than one year	--	--	7%	2
Between 1-3 years	--	--	24%	7
Between 3-10 years	--	--	41%	12
More than 10 years	--	--	28%	8
Number of Respondents	--			

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

	2013	2014	2015	2016	2017	2018	2019
Sample Size	27	38	22	30	20	24	21
ED Staff/Coordination	**76**	**82**	**67**	**71**	**76**	**84**	**74**
Knowledge of relevant legislation, regulations, policies, and procedures	80	88	73	72	85	85	73
Responsiveness to your questions	76	85	68	70	70	83	73
Accuracy of responses	81	84	68	78	79	87	78
Sufficiency of legal guidance in responses	78	82	70	70	79	86	75
Consistency of responses with ED staff from different program offices	66	75	64	71	71	82	71
Collaboration with other ED programs or offices in providing relevant services	66	74	59	65	74	85	68
Online Resources	**60**	**64**	**55**	**63**	**60**	**68**	**61**
Ease of finding material online	54	60	56	64	59	67	62
Freshness of content	62	64	55	63	59	66	62
Ability to accomplish what you want on the site	60	65	54	62	59	66	59
Ease of reading the site	64	65	59	64	62	68	62
Ease of navigation	63	62	52	59	60	66	60
Documents	**68**	**69**	**69**	**72**	**62**	**69**	**72**
Clarity	71	69	72	74	63	69	75
Organization of information	75	72	70	75	68	71	75
Sufficiency of detail to meet your program needs	61	67	66	69	55	68	71
Relevance to your areas of need	72	72	69	74	65	72	75
Comprehensiveness in addressing the scope of issues that you face	62	65	66	67	57	66	64
OESE's Technical Assistance	**68**	**72**	**53**	**59**	**56**	**67**	**59**
Effectiveness of OESE in helping you learn to implement grant programs	--	74	58	64	65	74	61
Usefulness of OESE`s technical assistance services as a model	--	69	51	53	47	59	57
ACSI	**63**	**61**	**56**	**55**	**57**	**68**	**61**
How satisfied are you with ED's products and services	72	67	60	61	61	73	67
How well ED`s products and services meet expectations	57	59	52	50	54	66	61
How well ED compares with ideal products and services	59	57	55	52	54	63	53
Trust	**--**	**--**	**--**	**--**	**--**	**--**	**63**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	--	63
English Language Acquisition State Grants (Title III State Formula Grants)							
Provides assistance that enhances capacity to implement	--	--	--	--	74	76	62
Provides support that is responsive to my State's needs to implement	--	--	--	--	65	70	64
Helps address implementation challenges	--	--	--	59	66	73	63
Provides information about key changes to requirements	--	--	--	--	72	77	73

Demographic Table

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	13%	3	10%	2
Agree	71%	17	57%	12
Disagree	13%	3	19%	4
Strongly Disagree	4%	1	0%	0
Does Not Apply	0%	0	14%	3
Number of Respondents	24		21	

Job role				
Project or State Director	--	--	90%	19
School Officer	--	--	0%	0
Grant Coordinator	--	--	0%	0
Superintendent	--	--	5%	1
Business Manager	--	--	0%	0
Other	--	--	5%	1
Number of Respondents	--			

Length of time in role				
Less than one year	--	--	5%	1
Between 1-3 years	--	--	29%	6
Between 3-10 years	--	--	48%	10
More than 10 years	--	--	19%	4
Number of Respondents	--			

GEAR UP
Score Table

	2019
Sample Size	**71**
ED Staff/Coordination	**70**
Knowledge of relevant legislation, regulations, policies, and procedures	75
Responsiveness to your questions	75
Accuracy of responses	76
Sufficiency of legal guidance in responses	69
Consistency of responses with ED staff from different program offices	62
Collaboration with other ED programs or offices in providing relevant services	66
Online Resources	**64**
Ease of finding materials online	64
Freshness of content	60
Ability to accomplish what you want on the site	64
Ease of reading the site	66
Ease of navigation	65
Information in Application Package	**82**
Program Purpose	86
Program Priorities	83
Selection Criteria	80
Review Process	74
Budget Information and Forms	79
Deadline for Submission	90
Dollar Limit on Awards	85
Page Limitation Instructions	78
Formatting Instructions	78
Program Contact	89
ACSI	**72**
How satisfied are you with ED's products and services	77
How well ED`s products and services meet expectations	70
How well ED compares with ideal products and services	68
Trust	**75**
Level of trust in office to meet your organization`s needs	75
GEAR UP	
Knowledge of relevant legislation, regulation, policies and procedures	79
Ability to provide qualitative tech assistance regarding issues and challenges	77
Ability to answer inquiries and concerns in a timely manner	77
GEAR UP program specialist knowledge of APR content and reporting requirements	81
Accuracy, availability and efficiency of instructions on the reporting system	76
Helpdesk ability to resolve issues in accurate and timely manner	84
Organization of information	71
User friendliness	69
Accuracy of Information	77

CFI Group

Demographic Table

	2019	
	Percent	**Frequency**
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	35%	25
Agree	46%	33
Disagree	13%	9
Strongly Disagree	4%	3
Does Not Apply	1%	1
Number of Respondents	**71**	

Job role		
Project or State Director	87%	62
School Officer	0%	0
Grant Coordinator	8%	6
Superintendent	1%	1
Business Manager	0%	0
Other	3%	2
Number of Respondents	**71**	

Length of time in role		
Less than one year	30%	21
Between 1-3 years	27%	19
Between 3-10 years	27%	19
More than 10 years	17%	12
Number of Respondents	**71**	

Grants for State Assessments
Score Table

	2017	2018	2019
Sample Size	17	32	32
ED Staff/Coordination	**73**	**82**	**84**
Knowledge of relevant legislation, regulations, policies, and procedures	75	84	87
Responsiveness to your questions	70	86	82
Accuracy of responses	79	86	90
Sufficiency of legal guidance in responses	71	82	83
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
Online Resources	**64**	**70**	**74**
Ease of finding materials online	61	63	74
Freshness of content	63	70	80
Ability to accomplish what you want on the site	64	67	73
Ease of reading the site	67	70	73
Ease of navigation	63	66	70
Documents	**69**	**76**	**80**
Clarity	71	76	79
Organization of information	69	79	81
Sufficiency of detail to meet your program needs	66	73	80
Relevance to your areas of need	71	77	82
Comprehensiveness in addressing the scope of issues that you face	66	71	80
OESE's Technical Assistance	**64**	**71**	**80**
Effectiveness of OESE in helping you learn to implement grant programs	64	75	82
Usefulness of OESE`s technical assistance services as a model	59	64	76
ACSI	**63**	**66**	**75**
How satisfied are you with ED's products and services	68	74	80
How well ED`s products and services meet expectations	61	62	72
How well ED compares with ideal products and services	58	60	70
Trust	**--**	**--**	**78**
Level of trust in office to meet your organization`s needs	--	--	78
Grants for State Assessments			
Provides assistance that enhances capacity to implement	68	69	77
Provides support that is responsive to my State`s needs to implement	67	69	80
Helps address implementation challenges	60	66	75
Provides information about key changes to requirements	71	72	82

Demographic Table

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	25%	8	34%	11
Agree	66%	21	59%	19
Disagree	6%	2	3%	1
Strongly Disagree	0%	0	0%	0
Does Not Apply	3%	1	3%	1
Number of Respondents	32		32	

	2018		2019	
Job role				
Project or State Director	--	--	91%	29
School Officer	--	--	0%	0
Grant Coordinator	--	--	3%	1
Superintendent	--	--	0%	0
Business Manager	--	--	0%	0
Other	--	--	6%	2
Number of Respondents	--			

	2018		2019	
Length of time in role				
Less than one year	--	--	13%	4
Between 1-3 years	--	--	31%	10
Between 3-10 years	--	--	47%	15
More than 10 years	--	--	9%	3
Number of Respondents	--			

i3 Education Innovation and Research
Score Table

	2019
Sample Size	**40**
ED Staff/Coordination	**84**
Knowledge of relevant legislation, regulations, policies, and procedures	84
Responsiveness to your questions	83
Accuracy of responses	87
Sufficiency of legal guidance in responses	82
Consistency of responses with ED staff from different program offices	81
Collaboration with other ED programs or offices in providing relevant services	85
Online Resources	**69**
Ease of finding materials online	69
Freshness of content	69
Ability to accomplish what you want on the site	68
Ease of reading the site	72
Ease of navigation	69
Documents	**74**
Clarity	76
Organization of information	75
Sufficiency of detail to meet your program needs	77
Relevance to your areas of need	72
Comprehensiveness in addressing the scope of issues that you face	69
OESE's Technical Assistance	**76**
Effectiveness of OESE in helping you learn to implement grant programs	78
Usefulness of OESE`s technical assistance services as a model	67
ACSI	**75**
How satisfied are you with ED's products and services	80
How well ED`s products and services meet expectations	74
How well ED compares with ideal products and services	70
Trust	**81**
Level of trust in office to meet your organization`s needs	81

CFI Group

Demographic Table

	2019	
	Percent	**Frequency**
EIR Cohort		
Early-phase	74%	23
Mid-phase	23%	7
Expansion	3%	1
Number of Respondents	**31**	

Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	38%	15
Agree	53%	21
Disagree	8%	3
Strongly Disagree	0%	0
Does Not Apply	3%	1
Number of Respondents	**40**	

Job role		
Project or State Director	78%	31
School Officer	0%	0
Grant Coordinator	23%	9
Superintendent	0%	0
Business Manager	0%	0
Other	0%	0
Number of Respondents	**40**	

Length of time in role		
Less than one year	3%	1
Between 1-3 years	35%	14
Between 3-10 years	45%	18
More than 10 years	18%	7
Number of Respondents	**40**	

Type of Investing in Innovation or Education Innovation and Research grants		
Development or early phase	68%	27
Validation or Mid-phase	30%	12
Scale-up or expansion	3%	1
Number of Respondents	**40**	

IDEA-Part C Infants and Toddlers with Disabilities Program
Score Table

	2013	2014	2015	2016	2017	2018	2019
Sample Size	27	23	22	34	36	31	36
ED Staff/Coordination	**79**	**77**	**80**	**88**	**85**	**88**	**82**
Knowledge of relevant legislation, regulations, policies, and procedures	78	83	86	90	87	89	82
Responsiveness to your questions	81	76	82	87	83	88	82
Accuracy of responses	82	80	81	90	87	89	85
Sufficiency of legal guidance in responses	78	74	79	87	82	86	81
Consistency of responses with ED staff from different program offices	74	67	77	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	78	81	80	--	--	89	79
Online Resources	**63**	**57**	**67**	**68**	**68**	**69**	**66**
Ease of finding material online	56	51	62	63	62	68	65
Freshness of content	64	67	71	71	73	75	69
Ability to accomplish what you want on the site	62	57	65	69	65	69	64
Ease of reading the site	63	55	68	69	71	67	68
Ease of navigation	59	51	66	63	64	64	65
Documents	**71**	**66**	**74**	**71**	**76**	**75**	**78**
Clarity	72	66	71	74	77	76	79
Organization of information	74	68	75	74	77	76	80
Sufficiency of detail to meet your program needs	66	64	74	72	73	77	77
Relevance to your areas of need	76	72	78	70	79	76	78
Comprehensiveness in addressing the scope of issues that you face	67	61	70	66	75	72	74
ACSI	**66**	**55**	**63**	**71**	**69**	**72**	**69**
How satisfied are you with ED's products and services	73	62	75	78	76	80	77
How well ED`s products and services meet expectations	64	53	58	69	66	70	64
How well ED compares with ideal products and services	55	48	55	65	62	65	64
Trust	**--**	**--**	**--**	**--**	**--**	**--**	**77**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	--	77
IDEA-Part C Infants and Toddlers with Disabilities Program							
Clarity of information received in developing applications and reports	75	73	--	--	82	81	74
Timeliness of responses	84	82	--	--	89	86	79
OSEP-funded TA provider	--	--	--	--	88	90	88
Education Department-funded TA provider	--	--	--	--	57	44	46
Professional associations	--	--	--	--	79	80	81
Conferences where research is presented	--	--	--	--	71	70	70
Books	--	--	--	--	59	48	55
Journal articles	--	--	--	--	63	59	60
Personal interaction with peers	--	--	--	--	82	79	80
IDEAS that work website	--	--	--	--	--	59	60
The Department`s new IDEA website	--	--	--	--	--	59	56
osep.grads360.org	--	--	--	--	--	76	70

Demographic Table

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	29%	9	25%	9
Agree	65%	20	61%	22
Disagree	3%	1	11%	4
Strongly Disagree	0%	0	3%	1
Does Not Apply	3%	1	0%	0
Number of Respondents	31		36	

Job role				
Project or State Director	--	--	83%	30
School Officer	--	--	0%	0
Grant Coordinator	--	--	8%	3
Superintendent	--	--	0%	0
Business Manager	--	--	0%	0
Other	--	--	8%	3
Number of Respondents	--			

Length of time in role				
Less than one year	--	--	11%	4
Between 1-3 years	--	--	31%	11
Between 3-10 years	--	--	33%	12
More than 10 years	--	--	25%	9
Number of Respondents	--			

Frequency of technical assistance and support from State lead - IDEA-Part C				
At least weekly	0%	0	3%	1
Monthly	57%	17	47%	17
Quarterly	40%	12	33%	12
Yearly	0%	0	14%	5
My State Lead does not contact me	3%	1	3%	1
Number of Respondents	30		36	

Helpfulness of fully automating grant submission and approval process				
1	0%	0	3%	1
4	0%	0	19%	7
Very Helpful	0%	0	72%	26
Don´t know/Not applicable	0%	0	6%	2
Number of Respondents	0		36	

CFI Group

IDEA-State Directors of Special Education (Part B)
Score Table

	2013	2014	2015	2016	2017	2018	2019
Sample Size	27	16	17	38	32	32	30
ED Staff/Coordination	**77**	**78**	**80**	**84**	**87**	**90**	**84**
Knowledge of relevant legislation, regulations, policies, and procedures	85	83	88	89	88	94	84
Responsiveness to your questions	76	72	79	83	85	89	85
Accuracy of responses	80	79	83	83	91	92	86
Sufficiency of legal guidance in responses	80	79	76	79	84	89	83
Consistency of responses with ED staff from different program offices	77	75	77	--	--	--	--
Collaboration with other ED programs or offices in providing relevant services	67	81	76	--	--	90	81
Online Resources	**56**	**53**	**63**	**65**	**66**	**73**	**64**
Ease of finding material online	49	44	58	59	63	71	63
Freshness of content	64	58	62	70	68	72	66
Ability to accomplish what you want on the site	53	53	63	63	65	72	63
Ease of reading the site	56	51	67	69	66	75	67
Ease of navigation	47	47	58	60	62	72	63
Documents	**74**	**73**	**68**	**75**	**75**	**78**	**76**
Clarity	72	71	67	73	74	76	77
Organization of information	77	77	75	77	77	79	77
Sufficiency of detail to meet your program needs	72	70	64	74	73	76	73
Relevance to your areas of need	78	81	71	80	79	82	79
Comprehensiveness in addressing the scope of issues that you face	72	67	64	71	70	77	74
ACSI	**60**	**63**	**61**	**66**	**69**	**75**	**71**
How satisfied are you with ED's products and services	67	73	67	72	77	81	76
How well ED's products and services meet expectations	56	58	59	63	65	72	70
How well ED compares with ideal products and services	55	56	55	62	64	70	67
Trust	**--**	**--**	**--**	**--**	**--**	**--**	**81**
Level of trust in office to meet your organization's needs	--	--	--	--	--	--	81
IDEA-State Directors of Special Education (Part B)							
Clarity of information received in developing applications and reports	82	73	--	--	77	82	75
Timeliness of responses	79	79	--	--	81	86	79
OSEP-funded TA provider	--	--	--	--	82	88	85
Education Department-funded TA provider	--	--	--	--	57	57	62
Professional associations	--	--	--	--	81	83	81
Conferences where research is presented	--	--	--	--	75	75	74
Books	--	--	--	--	54	54	52
Journal articles	--	--	--	--	66	61	60
Personal interaction with peers	--	--	--	--	87	82	80
IDEAS that work website	--	--	--	--	--	73	61
The Department's new IDEA website	--	--	--	--	--	74	60
osep.grads360.org	--	--	--	--	--	85	71

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Demographic Table

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	31%	10	27%	8
Agree	66%	21	63%	19
Disagree	0%	0	7%	2
Strongly Disagree	3%	1	3%	1
Does Not Apply	0%	0	0%	0
Number of Respondents	32		30	

Job role				
Project or State Director	--	--	100%	30
School Officer	--	--	0%	0
Grant Coordinator	--	--	0%	0
Superintendent	--	--	0%	0
Business Manager	--	--	0%	0
Other	--	--	0%	0
Number of Respondents	--			

Length of time in role				
Less than one year	--	--	20%	6
Between 1-3 years	--	--	33%	10
Between 3-10 years	--	--	30%	9
More than 10 years	--	--	17%	5
Number of Respondents	--			

Frequency of technical assistance and support from State lead - IDEA-Part B				
At least weekly	3%	1	3%	1
Monthly	58%	18	73%	22
Quarterly	32%	10	17%	5
Yearly	6%	2	3%	1
My State Lead does not contact me	0%	0	3%	1
Number of Respondents	31		30	

How often part of policy discussion with OSEP staff				
At least weekly	0%	0	7%	2
Monthly	0%	0	37%	11
Quarterly	0%	0	40%	12
Yearly	0%	0	10%	3
Never	0%	0	7%	2
Number of Respondents	0		30	

Improving Basic Programs Operated by Local Educational Agencies – Title I
Score Table

	2013	2014	2015	2016	2017	2018	2019
Sample Size	22	18	15	39	20	23	24
ED Staff/Coordination	**86**	**83**	**86**	**70**	**77**	**75**	**75**
Knowledge of relevant legislation, regulations, policies, and procedures	91	84	88	69	78	74	78
Responsiveness to your questions	85	79	84	66	69	71	67
Accuracy of responses	89	86	89	74	81	76	81
Sufficiency of legal guidance in responses	87	83	87	71	81	73	73
Consistency of responses with ED staff from different program offices	82	80	85	72	81	74	75
Collaboration with other ED programs or offices in providing relevant services	82	82	81	70	81	74	72
Online Resources	**61**	**62**	**66**	**65**	**68**	**54**	**55**
Ease of finding material online	53	56	60	59	65	48	51
Freshness of content	74	65	67	64	70	49	57
Ability to accomplish what you want on the site	59	59	67	64	67	50	55
Ease of reading the site	57	65	67	65	69	54	56
Ease of navigation	51	57	59	63	66	53	54
Documents	**81**	**71**	**83**	**69**	**78**	**64**	**69**
Clarity	81	72	81	70	78	66	68
Organization of information	83	73	82	72	79	67	69
Sufficiency of detail to meet your program needs	79	69	85	68	76	59	66
Relevance to your areas of need	85	72	85	70	79	65	75
Comprehensiveness in addressing the scope of issues that you face	78	68	81	65	78	61	65
OESE's Technical Assistance	**78**	**69**	**72**	**61**	**67**	**63**	**60**
Effectiveness of OESE in helping you learn to implement grant programs	--	74	78	64	71	67	65
Usefulness of OESE`s technical assistance services as a model	--	63	66	58	64	59	55
ACSI	**68**	**63**	**68**	**58**	**66**	**57**	**59**
How satisfied are you with ED's products and services	75	69	76	65	72	61	65
How well ED`s products and services meet expectations	63	62	66	55	65	57	54
How well ED compares with ideal products and services	63	59	61	54	61	54	57
Trust	**--**	**--**	**--**	**--**	**--**	**--**	**63**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	--	63
Improving Basic Programs Operated by Local Educational Agencies – Title I							
Provides assistance that enhances capacity to implement	--	--	--	--	63	71	69
Provides support that is responsive to my State's needs to implement	--	--	--	--	61	64	67
Helps address implementation challenges	--	--	--	54	67	60	65
Provides information about key changes to requirements	--	--	--	--	69	67	68

Demographic Table

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	13%	3	17%	4
Agree	61%	14	58%	14
Disagree	13%	3	13%	3
Strongly Disagree	4%	1	13%	3
Does Not Apply	9%	2	0%	0
Number of Respondents	23		24	

	2018		2019	
Job role				
Project or State Director	--	--	100%	24
School Officer	--	--	0%	0
Grant Coordinator	--	--	0%	0
Superintendent	--	--	0%	0
Business Manager	--	--	0%	0
Other	--	--	0%	0
Number of Respondents	--			

	2018		2019	
Length of time in role				
Less than one year	--	--	13%	3
Between 1-3 years	--	--	38%	9
Between 3-10 years	--	--	29%	7
More than 10 years	--	--	21%	5
Number of Respondents	--			

Indian Education Formula Grants to Local Education Agencies (LEAs)
Score Table

	2013	2014	2015	2016	2017	2018	2019
Sample Size	66	27	58	91	73	56	49
ED Staff/Coordination	**85**	**88**	**87**	**87**	**87**	**85**	**86**
Knowledge of relevant legislation, regulations, policies, and procedures	85	87	87	87	87	85	87
Responsiveness to your questions	84	88	89	88	89	87	88
Accuracy of responses	86	90	88	88	90	88	89
Sufficiency of legal guidance in responses	83	87	85	86	85	83	83
Consistency of responses with ED staff from different program offices	84	85	88	87	84	85	81
Collaboration with other ED programs or offices in providing relevant services	84	90	89	85	85	83	80
Online Resources	**83**	**85**	**81**	**82**	**83**	**79**	**71**
Ease of finding material online	79	80	78	77	82	74	68
Freshness of content	82	84	81	82	84	78	70
Ability to accomplish what you want on the site	84	86	83	83	84	80	71
Ease of reading the site	84	87	82	83	84	83	75
Ease of navigation	82	83	81	82	83	82	70
Documents	**80**	**83**	**82**	**83**	**81**	**78**	**78**
Clarity	79	82	80	82	81	78	79
Organization of information	81	82	82	84	81	81	78
Sufficiency of detail to meet your program needs	81	84	83	83	82	77	79
Relevance to your areas of need	80	85	83	84	82	79	78
Comprehensiveness in addressing the scope of issues that you face	78	83	80	83	82	76	78
OESE's Technical Assistance	**83**	**81**	**85**	**82**	**87**	**78**	**81**
Effectiveness of OESE in helping you learn to implement grant programs	--	83	86	82	87	78	81
Usefulness of OESE`s technical assistance services as a model	--	75	81	82	85	77	79
ACSI	**79**	**80**	**80**	**80**	**80**	**74**	**75**
How satisfied are you with ED's products and services	83	84	84	84	84	81	81
How well ED`s products and services meet expectations	76	74	79	78	78	70	72
How well ED compares with ideal products and services	76	79	77	79	77	71	69
Trust	**--**	**--**	**--**	**--**	**--**	**--**	**79**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	--	79
Indian Education Formula Grants to Local Education Agencies							
Responsiveness of staff in answering questions	--	--	--	87	91	84	83
Timeliness of staff	--	--	--	89	90	87	85
Quality of support	--	--	--	88	91	85	84
Comprehensiveness of documents	--	--	--	87	89	83	82
Ease of using EASIE system	--	--	--	89	89	82	84
Quality of training via webinars	--	--	--	86	87	80	81

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Demographic Table

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
OIE Cohort				
BCG-I	0%	0	7%	3
LEA	0%	0	74%	34
LEA-C	0%	0	7%	3
T-M	0%	0	4%	2
T-S	0%	0	9%	4
Number of Respondents	**0**		**46**	

	2018		2019	
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	34%	19	39%	19
Agree	59%	33	51%	25
Disagree	5%	3	8%	4
Strongly Disagree	0%	0	0%	0
Does Not Apply	2%	1	2%	1
Number of Respondents	**56**		**49**	

	2018		2019	
Job role				
Project or State Director	--	--	8%	4
School Officer	--	--	6%	3
Grant Coordinator	--	--	53%	26
Superintendent	--	--	14%	7
Business Manager	--	--	4%	2
Other	--	--	14%	7
Number of Respondents	**--**			

	2018		2019	
Length of time in role				
Less than one year	--	--	0%	0
Between 1-3 years	--	--	33%	16
Between 3-10 years	--	--	35%	17
More than 10 years	--	--	33%	16
Number of Respondents	**--**			

	2018		2019	
Greatest need for technical assistance~				
Establishing parent committees	9%	5	10%	5
Expanding membership of parent committees	41%	23	35%	17
Verifying student information	21%	12	20%	10
Using the EASIE system	9%	5	12%	6
Allowable uses of funds	52%	29	51%	25
General grant program requirements, deadlines and milestones	43%	24	20%	10
Using the G5 system	23%	13	39%	19
Number of Respondents	**56**		**49**	

CFI Group

Magnet Schools Assistance Program
Score Table

	2019
Sample Size	**29**
ED Staff/Coordination	**84**
Knowledge of relevant legislation, regulations, policies, and procedures	84
Responsiveness to your questions	80
Accuracy of responses	89
Sufficiency of legal guidance in responses	87
Consistency of responses with ED staff from different program offices	80
Collaboration with other ED programs or offices in providing relevant services	82
Online Resources	**75**
Ease of finding materials online	75
Freshness of content	73
Ability to accomplish what you want on the site	77
Ease of reading the site	76
Ease of navigation	75
Documents	**81**
Clarity	79
Organization of information	82
Sufficiency of detail to meet your program needs	81
Relevance to your areas of need	85
Comprehensiveness in addressing the scope of issues that you face	82
OESE's Technical Assistance	**79**
Effectiveness of OESE in helping you learn to implement grant programs	84
Usefulness of OESE`s technical assistance services as a model	71
ACSI	**79**
How satisfied are you with ED's products and services	83
How well ED`s products and services meet expectations	78
How well ED compares with ideal products and services	77
Trust	**83**
Level of trust in office to meet your organization`s needs	83
Magnet Schools Assistance Program	
Program Officer quality of assistance	94
Program Officer responsiveness	79
MSAP Center technical assistance support	85
GRADS 360 system	60
Overall effectiveness of assistance received from MSAP	82

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Demographic Table

	2019	
	Percent	**Frequency**
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	45%	13
Agree	41%	12
Disagree	7%	2
Strongly Disagree	7%	2
Does Not Apply	0%	0
Number of Respondents	**29**	

Job role		
Project or State Director	76%	22
School Officer	0%	0
Grant Coordinator	21%	6
Superintendent	0%	0
Business Manager	0%	0
Other	3%	1
Number of Respondents	**29**	

Length of time in role		
Less than one year	7%	2
Between 1-3 years	55%	16
Between 3-10 years	34%	10
More than 10 years	3%	1
Number of Respondents	**29**	

Asked for assistance in areas unrelated to fiscal or grant admin issues - MSA		
Asked	14%	4
Did not ask	86%	25
Number of Respondents	**29**	

CFI Group

Migrant Education Programs (Title I, Part C)
Score Table

	2013	2014	2015	2016	2017	2018	2019
Sample Size	22	34	30	33	37	32	35
ED Staff/Coordination	**75**	**83**	**80**	**82**	**87**	**92**	**86**
Knowledge of relevant legislation, regulations, policies, and procedures	83	85	86	86	91	93	88
Responsiveness to your questions	68	81	77	81	85	90	83
Accuracy of responses	79	86	83	82	90	94	91
Sufficiency of legal guidance in responses	76	85	79	77	87	93	88
Consistency of responses with ED staff from different program offices	77	82	80	86	90	91	89
Collaboration with other ED programs or offices in providing relevant services	69	77	72	81	84	92	86
Online Resources	**60**	**66**	**59**	**61**	**75**	**82**	**80**
Ease of finding material online	58	63	55	58	77	83	81
Freshness of content	62	68	57	65	75	79	78
Ability to accomplish what you want on the site	62	65	59	62	78	80	79
Ease of reading the site	61	67	59	63	78	82	83
Ease of navigation	56	64	54	61	76	81	79
Documents	**74**	**76**	**74**	**78**	**81**	**88**	**86**
Clarity	77	76	71	79	83	87	86
Organization of information	77	78	76	79	85	89	87
Sufficiency of detail to meet your program needs	73	75	74	80	77	89	85
Relevance to your areas of need	74	78	78	79	82	87	88
Comprehensiveness in addressing the scope of issues that you face	69	74	71	75	78	86	86
OESE's Technical Assistance	**68**	**70**	**71**	**69**	**68**	**75**	**77**
Effectiveness of OESE in helping you learn to implement grant programs	--	76	74	70	71	78	80
Usefulness of OESE`s technical assistance services as a model	--	64	66	67	64	73	74
ACSI	**64**	**68**	**64**	**72**	**75**	**79**	**79**
How satisfied are you with ED's products and services	70	73	70	79	80	85	85
How well ED`s products and services meet expectations	62	65	61	70	72	77	77
How well ED compares with ideal products and services	57	64	59	66	71	75	76
Trust	**--**	**--**	**--**	**--**	**--**	**--**	**78**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	--	78

CFI Group

Demographic Table

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	44%	14	57%	20
Agree	53%	17	34%	12
Disagree	3%	1	6%	2
Strongly Disagree	0%	0	3%	1
Does Not Apply	0%	0	0%	0
Number of Respondents	32		35	
Job role				
Project or State Director	--	--	100%	35
School Officer	--	--	0%	0
Grant Coordinator	--	--	0%	0
Superintendent	--	--	0%	0
Business Manager	--	--	0%	0
Other	--	--	0%	0
Number of Respondents	--			
Length of time in role				
Less than one year	--	--	11%	4
Between 1-3 years	--	--	37%	13
Between 3-10 years	--	--	40%	14
More than 10 years	--	--	11%	4
Number of Respondents	--			
Most useful technical assistance webinars~				
MEP Program Improvement	0%	0	51%	18
EDFacts Submissions: Changes for SY 2017-18	0%	0	69%	24
MSIX Cybersecurity and Accounts Management	0%	0	40%	14
MPOs to Impact Statewide Assessment Results	0%	0	54%	19
I did not participate in a webinar this year	0%	0	6%	2
Number of Respondents	0		35	

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Technical assistance topics needed~				
Child Eligibility	23%	7	11%	4
Comprehensive Needs Assessment	10%	3	20%	7
Continuation of Services	20%	6	3%	1
Fiscal Requirements	27%	8	43%	15
Interstate Coordination	17%	5	26%	9
Parental/Family Engagement	10%	3	20%	7
Priority for Services	13%	4	14%	5
Program Evaluation	23%	7	11%	4
Quality Control	7%	2	11%	4
Records Exchange	10%	3	9%	3
Recruitment	17%	5	20%	7
Re-interviewing	10%	3	9%	3
Service Delivery Models	27%	8	11%	4
Service Delivery Plan	7%	2	9%	3
Subgrant Formulas	10%	3	11%	4
Service Delivery Strategies (Instructional and Support)	30%	9	17%	6
Subrecipient Monitoring	30%	9	23%	8
Data Management and Reporting	0%	0	17%	6
Other	7%	2	0%	0
Number of Respondents	**30**		**35**	

National Professional Development Program
Score Table

	2013	2014	2015	2016	2017	2018	2019
Sample Size	51	56	69	64	29	46	45
ED Staff/Coordination	**93**	**85**	**81**	**84**	**91**	**95**	**86**
Knowledge of relevant legislation, regulations, policies, and procedures	94	88	86	87	93	94	88
Responsiveness to your questions	92	80	80	83	86	95	83
Accuracy of responses	93	86	82	83	95	96	90
Sufficiency of legal guidance in responses	93	90	87	84	94	98	91
Consistency of responses with ED staff from different program offices	93	83	81	88	95	97	86
Collaboration with other ED programs or offices in providing relevant services	95	85	90	90	97	95	91
Online Resources	**76**	**79**	**78**	**76**	**66**	**77**	**73**
Ease of finding material online	77	78	79	78	66	79	73
Freshness of content	81	79	80	83	72	83	77
Ability to accomplish what you want on the site	74	79	78	76	68	78	73
Ease of reading the site	76	81	81	78	68	78	75
Ease of navigation	76	79	80	77	64	75	70
Documents	**82**	**81**	**80**	**80**	**80**	**81**	**83**
Clarity	82	81	78	79	82	80	84
Organization of information	83	83	81	81	83	81	84
Sufficiency of detail to meet your program needs	81	81	80	80	77	79	80
Relevance to your areas of need	81	83	82	80	81	83	86
Comprehensiveness in addressing the scope of issues that you face	80	80	79	79	79	81	81
ACSI	**78**	**75**	**73**	**78**	**71**	**77**	**81**
How satisfied are you with ED's products and services	86	83	79	83	80	82	86
How well ED's products and services meet expectations	72	71	70	75	66	76	78
How well ED compares with ideal products and services	73	70	69	74	66	71	77
Trust	**--**	**--**	**--**	**--**	**--**	**--**	**93**
Level of trust in office to meet your organization's needs	--	--	--	--	--	--	93
National Professional Development Program							
Technical assistance from OELA office	--	--	--	--	--	--	80
Technical assistance from program officer	--	--	--	72	74	84	82
Usefulness of OELA website	--	--	--	76	70	79	78
Usefulness of NCELA website	--	--	--	78	77	86	82
Usefulness of OELA Facebook	--	--	--	62	78	85	69

Demographic Table

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	43%	20	47%	21
Agree	46%	21	42%	19
Disagree	11%	5	7%	3
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	4%	2
Number of Respondents	**46**		**45**	
Job role				
Project or State Director	--	--	67%	30
School Officer	--	--	0%	0
Grant Coordinator	--	--	24%	11
Superintendent	--	--	0%	0
Business Manager	--	--	0%	0
Other	--	--	9%	4
Number of Respondents	**--**			
Length of time in role				
Less than one year	--	--	0%	0
Between 1-3 years	--	--	42%	19
Between 3-10 years	--	--	27%	12
More than 10 years	--	--	31%	14
Number of Respondents	**--**			
Frequency of tech assistance from OELA office - NPD				
Monthly	0%	0	20%	9
Quarterly	0%	0	56%	25
Yearly	0%	0	24%	11
Number of Respondents	**0**		**45**	
Frequency of monitoring tech support - NPD				
At least weekly	2%	1	0%	0
Monthly	31%	14	13%	6
Quarterly	60%	27	71%	32
Yearly	7%	3	16%	7
Number of Respondents	**45**		**45**	
Frequency of visiting OELA website - NPD				
Weekly	13%	6	11%	5
Monthly	31%	14	24%	11
Every few months	53%	24	62%	28
Never	2%	1	2%	1
Number of Respondents	**45**		**45**	

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Frequency of visiting NCELA website - NPD				
Weekly	16%	7	4%	2
Monthly	40%	18	44%	20
Every few months	29%	13	49%	22
Never	16%	7	2%	1
Number of Respondents	45		45	

	2018		2019	
Frequency of visiting OELA Facebook - NPD				
Weekly	7%	3	2%	1
Monthly	4%	2	9%	4
Every few months	20%	9	16%	7
Never	69%	31	73%	33
Number of Respondents	45		45	

National Resource Centers Program
Score Table

	2019
Sample Size	**60**
ED Staff/Coordination	**94**
Knowledge of relevant legislation, regulations, policies, and procedures	94
Responsiveness to your questions	95
Accuracy of responses	96
Sufficiency of legal guidance in responses	96
Consistency of responses with ED staff from different program offices	89
Collaboration with other ED programs or offices in providing relevant services	95
Online Resources	**65**
Ease of finding materials online	64
Freshness of content	64
Ability to accomplish what you want on the site	67
Ease of reading the site	66
Ease of navigation	65
Information in Application Package	**86**
Program Purpose	88
Program Priorities	89
Selection Criteria	85
Review Process	80
Budget Information and Forms	81
Deadline for Submission	90
Dollar Limit on Awards	85
Page Limitation Instructions	87
Formatting Instructions	85
Program Contact	90
ACSI	**77**
How satisfied are you with ED's products and services	85
How well ED's products and services meet expectations	74
How well ED compares with ideal products and services	71
Trust	**93**
Level of trust in office to meet your organization's needs	93
National Resource Centers Program	
Knowledge of relevant legislation, regulations, policies, and procedures	93
Responsiveness to inquiries	96
Timely resolution of issues	94
Timely acknowledgement and processing of requests	96
Ability to respond to all issues without bias or preference	97
Quality of information or feedback received from program staff	94
Effective in supporting instruction in necessary fields	93
Supports work in language aspects of professional and other fields of study	90
Supports research and training in international studies	92
Teaching of any modern foreign language	94
Instruction in necessary fields	94
Research and training in international studies	93
Language aspects of professional and other fields of study	92
Instruction and research on issues in world affairs	94
NRC program selection criteria	83

Demographic Table

	2019	
	Percent	**Frequency**
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	45%	27
Agree	50%	30
Disagree	3%	2
Strongly Disagree	2%	1
Does Not Apply	0%	0
Number of Respondents	**60**	

Job role		
Project or State Director	23%	14
School Officer	8%	5
Grant Coordinator	45%	27
Superintendent	0%	0
Business Manager	7%	4
Other	17%	10
Number of Respondents	**60**	

Length of time in role		
Less than one year	10%	6
Between 1-3 years	40%	24
Between 3-10 years	22%	13
More than 10 years	28%	17
Number of Respondents	**60**	

Length of time in current NRC		
Less than one year	8%	5
1-2 years	28%	17
2-3 years	12%	7
3-4 years	3%	2
4 or more years	48%	29
Number of Respondents	**60**	

Native American and Alaska Native Children in School Program
Score Table

	2013	2014	2015	2016	2017	2018	2019
Sample Size	4	11	9	13	12	9	16
ED Staff/Coordination	**98**	**95**	**96**	**82**	**83**	**95**	**84**
Knowledge of relevant legislation, regulations, policies, and procedures	97	94	98	85	76	92	83
Responsiveness to your questions	100	96	95	81	89	99	83
Accuracy of responses	100	94	94	81	83	96	84
Sufficiency of legal guidance in responses	96	94	94	81	79	94	81
Consistency of responses with ED staff from different program offices	96	94	95	80	84	94	83
Collaboration with other ED programs or offices in providing relevant services	97	96	95	78	81	97	84
Online Resources	**83**	**90**	**91**	**67**	**60**	**84**	**67**
Ease of finding material online	78	87	90	70	74	81	69
Freshness of content	86	91	90	68	59	88	69
Ability to accomplish what you want on the site	86	89	94	68	58	79	67
Ease of reading the site	81	92	92	70	61	83	67
Ease of navigation	81	91	92	67	58	83	66
Documents	**83**	**88**	**91**	**78**	**74**	**84**	**77**
Clarity	75	88	89	76	73	81	78
Organization of information	83	89	92	76	75	84	78
Sufficiency of detail to meet your program needs	78	89	92	79	77	85	79
Relevance to your areas of need	89	88	90	79	75	84	77
Comprehensiveness in addressing the scope of issues that you face	89	86	90	78	69	84	76
ACSI	**88**	**86**	**90**	**75**	**66**	**89**	**76**
How satisfied are you with ED's products and services	92	92	95	81	70	95	81
How well ED`s products and services meet expectations	89	83	86	74	65	86	74
How well ED compares with ideal products and services	81	82	89	69	63	85	70
Trust	**--**	**--**	**--**	**--**	**--**	**--**	**82**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	--	82
Native American and Alaska Native Children in School Program							
Technical assistance from OELA office	--	--	--	--	--	--	78
Technical assistance from program officer	--	--	--	68	79	91	78
Usefulness of OELA website	--	--	--	66	72	85	76
Usefulness of NCELA website	--	--	--	76	80	88	77
Usefulness of OELA Facebook	--	--	--	22	--	100	53

CFI Group

Demographic Table

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	56%	5	44%	7
Agree	44%	4	44%	7
Disagree	0%	0	13%	2
Strongly Disagree	0%	0	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents	**9**		**16**	
Job role				
Project or State Director	--	--	63%	10
School Officer	--	--	6%	1
Grant Coordinator	--	--	19%	3
Superintendent	--	--	0%	0
Business Manager	--	--	0%	0
Other	--	--	13%	2
Number of Respondents	**--**			
Length of time in role				
Less than one year	--	--	13%	2
Between 1-3 years	--	--	31%	5
Between 3-10 years	--	--	38%	6
More than 10 years	--	--	19%	3
Number of Respondents	**--**			
Frequency of tech assistance from OELA office - NAM				
At least weekly	0%	0	6%	1
Monthly	0%	0	50%	8
Quarterly	0%	0	31%	5
Yearly	0%	0	13%	2
Number of Respondents	**0**		**16**	
Frequency of monitoring tech support - NAM				
At least weekly	0%	0	13%	2
Monthly	44%	4	38%	6
Quarterly	56%	5	38%	6
Yearly	0%	0	13%	2
Number of Respondents	**9**		**16**	
Frequency of visiting OELA website - NAM				
Daily	11%	1	0%	0
Weekly	22%	2	6%	1
Monthly	22%	2	38%	6
Every few months	44%	4	56%	9
Never	0%	0	0%	0
Number of Respondents	**9**		**16**	

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Frequency of visiting NCELA website - NAM				
Weekly	33%	3	0%	0
Monthly	33%	3	31%	5
Every few months	22%	2	50%	8
Never	11%	1	19%	3
Number of Respondents	**9**		**16**	

	2018		2019	
Frequency of visiting OELA Facebook - NAM				
Weekly	22%	2	0%	0
Monthly	11%	1	6%	1
Every few months	0%	0	19%	3
Never	67%	6	75%	12
Number of Respondents	**9**		**16**	

Neglected and Delinquent State and Local Agency Programs
Score Table

	2013	2014	2015	2016	2017	2018	2019
Sample Size	20	14	30	32	32	36	25
ED Staff/Coordination	**87**	**88**	**83**	**79**	**75**	**81**	**68**
Knowledge of relevant legislation, regulations, policies, and procedures	90	91	89	79	80	81	66
Responsiveness to your questions	83	85	84	73	70	80	65
Accuracy of responses	88	87	87	80	74	84	73
Sufficiency of legal guidance in responses	87	88	80	79	73	76	69
Consistency of responses with ED staff from different program offices	87	89	83	83	80	83	74
Collaboration with other ED programs or offices in providing relevant services	82	90	78	82	81	83	75
Online Resources	**69**	**69**	**70**	**73**	**68**	**70**	**58**
Ease of finding material online	66	68	69	72	69	70	58
Freshness of content	72	71	69	73	66	64	49
Ability to accomplish what you want on the site	70	70	69	72	66	70	57
Ease of reading the site	70	67	71	73	73	72	67
Ease of navigation	66	62	67	73	70	71	61
Documents	**78**	**78**	**77**	**72**	**66**	**72**	**67**
Clarity	78	79	78	72	66	75	70
Organization of information	78	79	81	75	67	75	70
Sufficiency of detail to meet your program needs	77	79	76	70	67	70	63
Relevance to your areas of need	79	79	77	72	67	71	70
Comprehensiveness in addressing the scope of issues that you face	77	76	75	71	63	69	60
OESE's Technical Assistance	**79**	**77**	**75**	**67**	**62**	**70**	**57**
Effectiveness of OESE in helping you learn to implement grant programs	--	83	78	71	66	74	61
Usefulness of OESE`s technical assistance services as a model	--	71	70	64	61	67	52
ACSI	**72**	**70**	**67**	**62**	**60**	**65**	**55**
How satisfied are you with ED's products and services	75	73	73	66	67	73	62
How well ED`s products and services meet expectations	69	70	64	59	56	60	52
How well ED compares with ideal products and services	68	67	62	61	56	62	51
Trust	**--**	**--**	**--**	**--**	**--**	**--**	**70**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	--	70
Neglected and Delinquent State and Local Agency Programs							
Responsiveness in answering questions - Technical Assistance Center (NDTAC)	87	84	81	80	79	81	87
Knowledge of technical material - Technical Assistance Center (NDTAC)	86	89	84	82	80	82	82
Meeting program compliance requirements - US Department of Education	86	82	85	81	70	76	60
Assisting you to impact performance results - US Department of Education	82	77	81	79	64	70	57
Developing cross-agency collaborations - US Department of Education	81	81	76	77	59	67	59
Meeting program compliance requirements - Technical Assistance Center (NDTAC)	88	86	86	85	80	83	80
Assisting to impact performance results - Technical Assistance Center (NDTAC)	83	79	84	84	83	82	78
Developing cross-agency collaborations - Technical Assistance Center (NDTAC)	79	80	79	82	74	78	79
Products - Quality	84	89	84	85	81	83	82
Products - Usefulness	82	88	86	84	85	82	80

Demographic Table

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and serv ices				
Strongly Agree	25%	9	16%	4
Agree	58%	21	52%	13
Disagree	14%	5	28%	7
Strongly Disagree	3%	1	4%	1
Does Not Apply	0%	0	0%	0
Number of Respondents	36		25	

Job role				
Project or State Director	--	--	68%	17
School Officer	--	--	0%	0
Grant Coordinator	--	--	32%	8
Superintendent	--	--	0%	0
Business Manager	--	--	0%	0
Other	--	--	0%	0
Number of Respondents	--			

Length of time in role				
Less than one year	--	--	4%	1
Between 1-3 years	--	--	44%	11
Between 3-10 years	--	--	28%	7
More than 10 years	--	--	24%	6
Number of Respondents	--			

Payments for Federal Property (Section 7002)
Score Table

	2013	2014	2015	2016	2017	2018	2019
Sample Size	56	37	48	0	77	48	47
ED Staff/Coordination	**83**	**77**	**81**	**--**	**84**	**90**	**90**
Knowledge of relevant legislation, regulations, policies, and procedures	84	76	82	--	85	90	88
Responsiveness to your questions	83	76	83	--	79	90	91
Accuracy of responses	83	76	86	--	85	91	92
Sufficiency of legal guidance in responses	82	73	76	--	83	90	91
Consistency of responses with ED staff from different program offices	81	72	77	--	84	--	--
Collaboration with other ED programs or offices in providing relevant services	88	75	81	--	83	--	--
Online Resources	**77**	**72**	**74**	**--**	**78**	**81**	**81**
Ease of finding material online	74	70	69	--	71	79	78
Freshness of content	79	75	76	--	79	83	83
Ability to accomplish what you want on the site	78	74	76	--	80	83	83
Ease of reading the site	78	72	73	--	79	81	82
Ease of navigation	75	70	71	--	78	77	78
Documents	**77**	**75**	**70**	**--**	**78**	**82**	**85**
Clarity	77	75	69	--	76	82	84
Organization of information	80	75	72	--	79	84	85
Sufficiency of detail to meet your program needs	76	77	71	--	79	81	86
Relevance to your areas of need	75	75	71	--	80	83	86
Comprehensiveness in addressing the scope of issues that you face	75	76	68	--	77	82	86
OESE's Technical Assistance	**74**	**72**	**73**	**--**	**78**	**--**	**--**
Effectiveness of OESE in helping you learn to implement grant programs	--	72	74	--	79	--	--
Usefulness of OESE`s technical assistance services as a model	--	69	72	--	78	--	--
ACSI	**75**	**68**	**70**	**--**	**76**	**77**	**83**
How satisfied are you with ED's products and services	80	71	74	--	79	82	89
How well ED`s products and services meet expectations	72	65	68	--	75	75	78
How well ED compares with ideal products and services	72	66	66	--	73	75	81
Trust	**--**	**--**	**--**	**--**	**--**	**--**	**86**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	--	86
Payments for Federal Property (Section 7002)							
Impact Aid staff`s responsiveness to answering questions	85	79	81	--	86	94	95
Impact Aid staff`s supportiveness in helping complete application	85	79	83	--	89	94	97
Impact Aid staff`s knowledge about technical material	79	80	81	--	90	93	97
Quality of interaction with staff during review process	86	76	83	--	84	88	93

Demographic Table

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	31%	15	47%	22
Agree	60%	29	51%	24
Disagree	6%	3	2%	1
Strongly Disagree	2%	1	0%	0
Does Not Apply	0%	0	0%	0
Number of Respondents	48		47	
Job role				
Project or State Director	--	--	0%	0
School Officer	--	--	6%	3
Grant Coordinator	--	--	9%	4
Superintendent	--	--	26%	12
Business Manager	--	--	40%	19
Other	--	--	19%	9
Number of Respondents	--			
Length of time in role				
Less than one year	--	--	9%	4
Between 1-3 years	--	--	19%	9
Between 3-10 years	--	--	30%	14
More than 10 years	--	--	43%	20
Number of Respondents	--			
Contacted Impact Aid Program for technical assistance				
Contacted	41%	18	30%	14
Did not contact	59%	26	70%	33
Number of Respondents	44		47	
Attended mtgs where info on Sec 7002 prog app submission rev process provided				
Attended	61%	27	62%	29
Have not attended	39%	17	38%	18
Number of Respondents	44		47	
Presentation and or materials prepared help understand responsibilities				
Helped understand	96%	26	97%	28
Did not help understand	4%	1	3%	1
Number of Respondents	27		29	

Payments for Federally Connected Children (Section 7003)
Score Table

	2013	2014	2015	2016	2017	2018	2019
Sample Size	59	37	66	81	77	49	50
ED Staff/Coordination	**85**	**81**	**71**	**79**	**85**	**85**	**88**
Knowledge of relevant legislation, regulations, policies, and procedures	86	84	74	78	85	87	89
Responsiveness to your questions	83	79	71	80	84	82	88
Accuracy of responses	87	85	74	81	87	86	89
Sufficiency of legal guidance in responses	83	78	71	77	81	86	87
Consistency of responses with ED staff from different program offices	82	80	67	75	82	--	--
Collaboration with other ED programs or offices in providing relevant services	83	75	67	78	85	--	--
Online Resources	**77**	**72**	**72**	**77**	**78**	**75**	**75**
Ease of finding material online	72	68	70	72	73	73	73
Freshness of content	81	76	73	79	78	73	75
Ability to accomplish what you want on the site	80	74	73	79	79	75	76
Ease of reading the site	76	72	72	76	77	75	77
Ease of navigation	75	71	71	74	78	74	74
Documents	**77**	**70**	**67**	**75**	**78**	**79**	**83**
Clarity	77	69	65	76	78	78	83
Organization of information	79	70	67	77	80	80	84
Sufficiency of detail to meet your program needs	76	70	67	75	78	79	82
Relevance to your areas of need	78	72	68	76	80	79	83
Comprehensiveness in addressing the scope of issues that you face	75	70	66	76	77	77	82
OESE's Technical Assistance	**76**	**68**	**69**	**72**	**76**	**--**	**--**
Effectiveness of OESE in helping you learn to implement grant programs	--	68	70	73	77	--	--
Usefulness of OESE`s technical assistance services as a model	--	58	63	70	74	--	--
ACSI	**72**	**64**	**64**	**71**	**74**	**75**	**79**
How satisfied are you with ED's products and services	76	70	69	76	79	80	82
How well ED`s products and services meet expectations	71	61	61	67	72	73	78
How well ED compares with ideal products and services	69	60	62	69	71	71	78
Trust	**--**	**--**	**--**	**--**	**--**	**--**	**85**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	--	85
Payments for Federally Connected Children (Section 7003)							
Effectiveness in providing TA or instructions regarding performance reports	81	74	72	79	82	79	80
Staff`s performance in answering questions and helping complete application	85	76	63	78	82	83	86
Ease of reaching person who could address concern	75	68	69	72	81	75	83
Impact Aid staff`s ability to resolve issue	80	72	69	73	82	78	85

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Demographic Table

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	31%	15	34%	17
Agree	59%	29	62%	31
Disagree	6%	3	2%	1
Strongly Disagree	0%	0	0%	0
Does Not Apply	4%	2	2%	1
Number of Respondents	49		50	

	2018		2019	
Job role				
Project or State Director	--	--	2%	1
School Officer	--	--	4%	2
Grant Coordinator	--	--	24%	12
Superintendent	--	--	14%	7
Business Manager	--	--	34%	17
Other	--	--	22%	11
Number of Respondents	--			

	2018		2019	
Length of time in role				
Less than one year	--	--	4%	2
Between 1-3 years	--	--	22%	11
Between 3-10 years	--	--	38%	19
More than 10 years	--	--	36%	18
Number of Respondents	--			

	2018		2019	
Used written instruction and guidance documents for the Impact Aid application				
Used	82%	40	98%	49
Did not use	18%	9	2%	1
Number of Respondents	49		50	

	2018		2019	
Contacted the Impact Aid Program for technical assistance				
Contacted	33%	16	40%	20
Did not contact	67%	33	60%	30
Number of Respondents	49		50	

	2018		2019	
Participated in meetings where info on Sec 7003 prog or review process provided				
Participated	59%	29	76%	38
Did not participate	41%	20	24%	12
Number of Respondents	49		50	

	2018		2019	
Presentation and or materials helped understand responsibilities				
Helped understand	93%	27	100%	38
Did not help understand	7%	2	0%	0
Number of Respondents	29		38	

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
School district contacted by the Impact Aid Program in the past year				
Contacted	37%	18	44%	22
Was not contacted	63%	31	56%	28
Number of Respondents	**49**		**50**	
Letter provided sufficient explanation to prepare documents for review				
Provided sufficient explanation	89%	16	86%	19
Did not provide sufficient explanation	11%	2	14%	3
Number of Respondents	**18**		**22**	
Receive timely communications regarding outcome of review				
Received	80%	39	80%	40
Did not receive	20%	10	20%	10
Number of Respondents	**49**		**50**	

CFI Group

Promise Neighborhoods
Score Table

	2019
Sample Size	**11**
ED Staff/Coordination	81
Knowledge of relevant legislation, regulations, policies, and procedures	82
Responsiveness to your questions	81
Accuracy of responses	84
Sufficiency of legal guidance in responses	82
Consistency of responses with ED staff from different program offices	79
Collaboration with other ED programs or offices in providing relevant services	81
Online Resources	63
Ease of finding materials online	62
Freshness of content	64
Ability to accomplish what you want on the site	66
Ease of reading the site	63
Ease of navigation	61
Documents	72
Clarity	70
Organization of information	73
Sufficiency of detail to meet your program needs	72
Relevance to your areas of need	74
Comprehensiveness in addressing the scope of issues that you face	70
OESE's Technical Assistance	77
Effectiveness of OESE in helping you learn to implement grant programs	83
Usefulness of OESE`s technical assistance services as a model	73
ACSI	78
How satisfied are you with ED's products and services	81
How well ED`s products and services meet expectations	79
How well ED compares with ideal products and services	75
Trust	74
Level of trust in office to meet your organization`s needs	74
Promise Neighborhoods	
ED Program Contacts quality of assistance	87
Urban Institute`s Needs Assessment Quality	79
Urban Institute`s other services	76
SCORECARD system	77
GRADS 360 system	53

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Demographic Table

	2019	
	Percent	**Frequency**
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	64%	7
Agree	27%	3
Disagree	9%	1
Strongly Disagree	0%	0
Does Not Apply	0%	0
Number of Respondents	**11**	

	2019	
Job role		
Project or State Director	91%	10
School Officer	0%	0
Grant Coordinator	0%	0
Superintendent	0%	0
Business Manager	0%	0
Other	9%	1
Number of Respondents	**11**	

	2019	
Length of time in role		
Less than one year	18%	2
Between 1-3 years	55%	6
Between 3-10 years	27%	3
More than 10 years	0%	0
Number of Respondents	**11**	

	2019	
Asked for assistance in areas unrelated to fiscal or grant admin issues - PN		
Asked	45%	5
Did not ask	55%	6
Number of Respondents	**11**	

CFI Group

REAP-Rural and Low Income School (RLIS) Program
Score Table

	2013	2014	2015	2016	2017	2018	2019
Sample Size	19	9	23	11	6	25	31
ED Staff/Coordination	**87**	**90**	**81**	**87**	**85**	**78**	**84**
Knowledge of relevant legislation, regulations, policies, and procedures	89	92	82	86	85	85	82
Responsiveness to your questions	85	88	76	87	78	70	79
Accuracy of responses	89	94	85	88	89	79	88
Sufficiency of legal guidance in responses	87	89	77	84	94	77	84
Consistency of responses with ED staff from different program offices	87	91	82	89	78	79	84
Collaboration with other ED programs or offices in providing relevant services	85	82	78	83	83	75	80
Online Resources	**67**	**76**	**71**	**79**	**71**	**67**	**70**
Ease of finding material online	60	64	70	78	74	68	73
Freshness of content	65	81	67	79	67	63	67
Ability to accomplish what you want on the site	65	77	73	81	69	68	68
Ease of reading the site	70	78	74	79	69	69	74
Ease of navigation	65	77	71	78	70	67	71
Documents	**79**	**73**	**67**	**73**	**65**	**74**	**79**
Clarity	80	77	70	72	65	74	79
Organization of information	81	74	71	75	69	76	80
Sufficiency of detail to meet your program needs	77	69	66	72	67	73	78
Relevance to your areas of need	81	73	66	74	69	78	81
Comprehensiveness in addressing the scope of issues that you face	77	72	60	68	57	70	79
OESE's Technical Assistance	**73**	**79**	**62**	**69**	**51**	**67**	**71**
Effectiveness of OESE in helping you learn to implement grant programs	--	83	65	70	53	74	75
Usefulness of OESE`s technical assistance services as a model	--	75	59	63	50	63	64
ACSI	**71**	**74**	**62**	**64**	**64**	**67**	**72**
How satisfied are you with ED's products and services	79	79	69	69	69	72	76
How well ED`s products and services meet expectations	68	70	57	63	61	64	70
How well ED compares with ideal products and services	65	70	59	61	63	63	71
Trust	**--**	**--**	**--**	**--**	**--**	**--**	**81**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	--	81
Rural Education Achievement Program (REAP)/RLIS							
Accessibility and responsiveness of staff	--	--	--	83	74	64	82
Clarity of information provided by program staff	--	--	--	81	78	71	83

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Demographic Table

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	24%	6	29%	9
Agree	52%	13	52%	16
Disagree	16%	4	10%	3
Strongly Disagree	8%	2	3%	1
Does Not Apply	0%	0	6%	2
Number of Respondents	25		31	

Job role				
Project or State Director	--	--	74%	23
School Officer	--	--	0%	0
Grant Coordinator	--	--	23%	7
Superintendent	--	--	0%	0
Business Manager	--	--	3%	1
Other	--	--	0%	0
Number of Respondents	--			

Length of time in role				
Less than one year	--	--	16%	5
Between 1-3 years	--	--	29%	9
Between 3-10 years	--	--	35%	11
More than 10 years	--	--	19%	6
Number of Respondents	--			

How frequently should REAP webinars be held - RLIS				
Annually	0%	0	10%	3
Semi-annually	0%	0	45%	14
Quarterly	0%	0	45%	14
Number of Respondents	0		31	

Future technical assistance for RLIS Grant~				
Use of grant funds	32%	8	45%	14
Use of G5	16%	4	16%	5
Use of Max.gov	32%	8	35%	11
Providing Technical Assistance to Grantees	40%	10	35%	11
REAP Eligibility Data and Estimating Award Amounts	44%	11	35%	11
Consolidated grant application process	4%	1	6%	2
Grant eligibility data review & submission	28%	7	26%	8
Fiscal accounting procedures	8%	2	16%	5
Monitoring RLIS grantees	64%	16	55%	17
Use of grant funds for administrative costs	12%	3	3%	1
Reporting and use of data	12%	3	16%	5
Other	0%	0	3%	1
Number of Respondents	25		31	

REAP-Small, Rural School Achievement (SRSA) Program
Score Table

	2013	2014	2015	2016	2017	2018	2019
Sample Size	15	8	29	46	45	79	83
ED Staff/Coordination	**78**	**85**	**88**	**84**	**83**	**83**	**83**
Knowledge of relevant legislation, regulations, policies, and procedures	78	93	88	84	83	85	84
Responsiveness to your questions	80	81	88	84	80	82	83
Accuracy of responses	83	81	92	90	85	88	87
Sufficiency of legal guidance in responses	75	89	90	82	81	87	86
Consistency of responses with ED staff from different program offices	71	72	88	85	81	84	85
Collaboration with other ED programs or offices in providing relevant services	72	72	82	86	82	85	86
Online Resources	**75**	**79**	**75**	**73**	**64**	**73**	**70**
Ease of finding material online	67	78	68	69	60	72	68
Freshness of content	78	83	75	73	71	78	75
Ability to accomplish what you want on the site	77	81	75	73	66	76	75
Ease of reading the site	73	81	77	71	64	73	69
Ease of navigation	75	73	75	70	61	70	68
Documents	**70**	**89**	**74**	**74**	**72**	**77**	**77**
Clarity	72	89	74	73	70	75	75
Organization of information	76	90	75	74	72	77	75
Sufficiency of detail to meet your program needs	70	89	71	73	71	77	76
Relevance to your areas of need	66	89	77	75	74	77	80
Comprehensiveness in addressing the scope of issues that you face	66	89	73	73	70	77	79
OESE's Technical Assistance	**75**	**87**	**71**	**68**	**70**	**74**	**80**
Effectiveness of OESE in helping you learn to implement grant programs	--	85	72	70	69	75	81
Usefulness of OESE`s technical assistance services as a model	--	83	65	63	74	72	80
ACSI	**61**	**83**	**64**	**69**	**72**	**73**	**76**
How satisfied are you with ED's products and services	70	88	66	72	75	77	80
How well ED`s products and services meet expectations	58	82	64	68	71	71	73
How well ED compares with ideal products and services	56	78	63	67	70	72	73
Trust	**--**	**--**	**--**	**--**	**--**	**--**	**82**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	--	82
Rural Education Achievement Program (REAP)/SRSA							
Accessibility and responsiveness of staff	--	--	--	77	77	81	81
Clarity of information provided by program staff	--	--	--	78	75	82	81

Demographic Table

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and serv ices				
Strongly Agree	35%	28	46%	38
Agree	54%	43	47%	39
Disagree	4%	3	6%	5
Strongly Disagree	0%	0	0%	0
Does Not Apply	6%	5	1%	1
Number of Respondents	79		83	

Job role				
Project or State Director	--	--	0%	0
School Officer	--	--	2%	2
Grant Coordinator	--	--	5%	4
Superintendent	--	--	35%	29
Business Manager	--	--	52%	43
Other	--	--	6%	5
Number of Respondents	--			

Length of time in role				
Less than one year	--	--	4%	3
Between 1-3 years	--	--	14%	12
Between 3-10 years	--	--	45%	37
More than 10 years	--	--	37%	31
Number of Respondents	--			

How frequently should REAP webinars be held - SRS				
Annually	0%	0	40%	33
Semi-annually	0%	0	27%	22
Quarterly	0%	0	29%	24
Other	0%	0	5%	4
Number of Respondents	0		83	

Replication and Expansion of High-Quality Charter Schools
Score Table

	2019
Sample Size	**12**
ED Staff/Coordination	**65**
Knowledge of relevant legislation, regulations, policies, and procedures	81
Responsiveness to your questions	64
Accuracy of responses	78
Sufficiency of legal guidance in responses	77
Consistency of responses with ED staff from different program offices	51
Collaboration with other ED programs or offices in providing relevant services	63
Online Resources	**55**
Ease of finding materials online	54
Freshness of content	52
Ability to accomplish what you want on the site	52
Ease of reading the site	59
Ease of navigation	61
Documents	**65**
Clarity	59
Organization of information	64
Sufficiency of detail to meet your program needs	67
Relevance to your areas of need	72
Comprehensiveness in addressing the scope of issues that you face	66
OESE's Technical Assistance	**62**
Effectiveness of OESE in helping you learn to implement grant programs	72
Usefulness of OESE`s technical assistance services as a model	64
ACSI	**59**
How satisfied are you with ED's products and services	61
How well ED`s products and services meet expectations	56
How well ED compares with ideal products and services	58
Trust	**60**
Level of trust in office to meet your organization`s needs	60
Replication and Expansion of High-Quality Charter Schools	
Dissemination of resources and opportunities the CSP provides	59
Comms and info accessible and provided in timely manner	50
Technical assistance receive on project implementation and budget questions	63
Assistance gives opportunity to give staff an understanding of your project	54
Guidance CSP provides on Federal grant compliance	50

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Demographic Table

Overall I am satisfied with the quality of EDs products and services	2019	
	Percent	**Frequency**
Strongly Agree	17%	2
Agree	67%	8
Disagree	8%	1
Strongly Disagree	0%	0
Does Not Apply	8%	1
Number of Respondents	**12**	

Job role		
Project or State Director	58%	7
School Officer	0%	0
Grant Coordinator	33%	4
Superintendent	0%	0
Business Manager	0%	0
Other	8%	1
Number of Respondents	**12**	

Length of time in role		
Less than one year	0%	0
Between 1-3 years	67%	8
Between 3-10 years	33%	4
More than 10 years	0%	0
Number of Respondents	**12**	

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RSA Vocational Rehabilitation Program
Score Table

	2019
Sample Size	**38**
ED Staff/Coordination	**64**
Knowledge of relevant legislation, regulations, policies, and procedures	70
Responsiveness to your questions	59
Accuracy of responses	68
Sufficiency of legal guidance in responses	63
Consistency of responses with ED staff from different program offices	--
Collaboration with other ED programs or offices in providing relevant services	56
Online Resources	**53**
Ease of finding materials online	52
Freshness of content	52
Ability to accomplish what you want on the site	55
Ease of reading the site	56
Ease of navigation	52
Documents	**60**
Clarity	59
Organization of information	65
Sufficiency of detail to meet your program needs	54
Relevance to your areas of need	70
Comprehensiveness in addressing the scope of issues that you face	53
ACSI	**49**
How satisfied are you with ED's products and services	57
How well ED's products and services meet expectations	46
How well ED compares with ideal products and services	42
Trust	**56**
Level of trust in office to meet your organization`s needs	56
RSA Vocational Rehabilitation Program	
Responsiveness to questions and requests for technical assistance	61
Supportiveness in helping complete Unified or Combined State Plan	64
Dissemination of subregulatory guidance	61
Provision of effective training and dissemination of relevant information	58
Data Collection and Reporting	56
Fiscal/Grant Management	67
Programmatic	59
Technical Assistance	59
Utility of website for entering required data, retrieving and revising reports	62
Ease of navigating website	57
Usefulness of information available on the website	57
Website technical support	67

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Demographic Table

	2019	
	Percent	**Frequency**
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	8%	3
Agree	53%	20
Disagree	26%	10
Strongly Disagree	11%	4
Does Not Apply	3%	1
Number of Respondents	38	

	2019	
Job role		
Project or State Director	87%	33
School Officer	0%	0
Grant Coordinator	3%	1
Superintendent	0%	0
Business Manager	5%	2
Other	5%	2
Number of Respondents	38	

	2019	
Length of time in role		
Less than one year	8%	3
Between 1-3 years	45%	17
Between 3-10 years	37%	14
More than 10 years	11%	4
Number of Respondents	38	

CFI Group

School Climate Transformation Grants (LEA)
Score Table

	2015	2016	2017	2018	2019
Sample Size	45	57	55	59	40
ED Staff/Coordination	**94**	**94**	**96**	**96**	**75**
Knowledge of relevant legislation, regulations, policies, and procedures	93	92	95	96	79
Responsiveness to your questions	95	95	97	96	76
Accuracy of responses	95	95	97	96	86
Sufficiency of legal guidance in responses	96	94	93	97	74
Consistency of responses with ED staff from different program offices	93	94	95	97	76
Collaboration with other ED programs or offices in providing relevant services	94	93	95	94	72
Online Resources	**78**	**83**	**86**	**90**	**67**
Ease of finding materials online	81	87	86	89	71
Freshness of content	81	89	89	91	69
Ability to accomplish what you want on the site	79	85	89	89	65
Ease of reading the site	80	85	88	88	71
Ease of navigation	77	83	87	88	69
Documents	**78**	**88**	**88**	**91**	**74**
Clarity	77	87	88	91	75
Organization of information	79	88	88	91	78
Sufficiency of detail to meet your program needs	78	87	89	92	75
Relevance to your areas of need	79	88	89	93	77
Comprehensiveness in addressing the scope of issues that you face	78	87	88	92	72
OESE's Technical Assistance	**81**	**88**	**90**	**91**	**81**
Effectiveness of OESE in helping you learn to implement grant programs	82	90	91	93	82
Usefulness of OESE`s technical assistance services as a model	78	85	88	90	77
ACSI	**75**	**84**	**87**	**90**	**77**
How satisfied are you with ED's products and services	80	88	91	95	80
How well ED`s products and services meet expectations	73	83	84	87	76
How well ED compares with ideal products and services	71	81	84	88	74
Trust	**--**	**--**	**--**	**--**	**76**
Level of trust in office to meet your organization`s needs	--	--	--	--	76

Demographic Table

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and serv ices				
Strongly Agree	86%	51	45%	18
Agree	12%	7	43%	17
Disagree	2%	1	10%	4
Strongly Disagree	0%	0	3%	1
Does Not Apply	0%	0	0%	0
Number of Respondents	59		40	

	2018		2019	
Job role				
Project or State Director	--	--	43%	17
School Officer	--	--	0%	0
Grant Coordinator	--	--	53%	21
Superintendent	--	--	0%	0
Business Manager	--	--	0%	0
Other	--	--	5%	2
Number of Respondents	--			

	2018		2019	
Length of time in role				
Less than one year	--	--	10%	4
Between 1-3 years	--	--	20%	8
Between 3-10 years	--	--	57%	23
More than 10 years	--	--	13%	5
Number of Respondents	--			

Strengthening Institutions Program
Score Table

	2015	2016	2017	2018	2019
Sample Size	102	0	0	120	144
ED Staff/Coordination	**78**	**--**	**--**	**82**	**84**
Knowledge of relevant legislation, regulations, policies, and procedures	83	--	--	86	84
Responsiveness to your questions	70	--	--	79	81
Accuracy of responses	83	--	--	87	90
Sufficiency of legal guidance in responses	76	--	--	84	86
Consistency of responses with ED staff from different program offices	82	--	--	83	85
Collaboration with other ED programs or offices in providing relevant services	85	--	--	87	86
Online Resources	**72**	**--**	**--**	**63**	**69**
Ease of finding materials online	67	--	--	64	69
Freshness of content	72	--	--	60	67
Ability to accomplish what you want on the site	72	--	--	62	69
Ease of reading the site	71	--	--	65	71
Ease of navigation	72	--	--	66	70
Information in Application Package	**85**	**--**	**--**	**84**	**87**
Program Purpose	85	--	--	86	88
Program Priorities	85	--	--	84	88
Selection Criteria	81	--	--	84	85
Review Process	79	--	--	83	82
Budget Information and Forms	82	--	--	80	83
Deadline for Submission	88	--	--	86	90
Dollar Limit on Awards	86	--	--	87	88
Page Limitation Instructions	87	--	--	85	87
Formatting Instructions	85	--	--	81	85
Program Contact	86	--	--	86	90
ACSI	**67**	**--**	**--**	**64**	**77**
How satisfied are you with ED's products and services	73	--	--	73	84
How well ED's products and services meet expectations	65	--	--	61	74
How well ED compares with ideal products and services	62	--	--	58	71
Trust	**--**	**--**	**--**	**--**	**85**
Level of trust in office to meet your organization's needs	--	--	--	--	85
Strengthening Institutions Program					
Responsiveness to questions	--	--	--	76	82
Knowledge of relevant legislation, regulations, policies, and procedures	--	--	--	81	86
Ability to resolve issues	--	--	--	80	87
Use of clear and concise written and verbal communication	--	--	--	78	85
Timely resolution of general programmatic and/or financial issues	--	--	--	74	83
Post award guidelines	74	--	--	69	78
Performance reports	72	--	--	66	69

Demographic Table

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
SIP Cohort				
84.031A	0%	0	84%	121
84.031F	0%	0	16%	23
Number of Respondents	**0**		**144**	
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	23%	27	42%	61
Agree	57%	68	49%	71
Disagree	15%	18	3%	4
Strongly Disagree	3%	3	1%	1
Does Not Apply	3%	4	5%	7
Number of Respondents	**120**		**144**	
Job role				
Project or State Director	--	--	58%	84
School Officer	--	--	7%	10
Grant Coordinator	--	--	31%	44
Superintendent	--	--	0%	0
Business Manager	--	--	0%	0
Other	--	--	4%	6
Number of Respondents	**--**			
Length of time in role				
Less than one year	--	--	26%	37
Between 1-3 years	--	--	36%	52
Between 3-10 years	--	--	32%	46
More than 10 years	--	--	6%	9
Number of Respondents	**--**			
Length of time working on current grant - SIP				
Less than one year	0%	0	30%	43
1-2 years	0%	0	13%	19
2-3 years	0%	0	25%	36
3-4 years	0%	0	22%	32
4 or more years	0%	0	10%	14
Number of Respondents	**0**		**144**	
Satisfaction with service				
Satisfied	88%	100	94%	136
Not Satisfied	12%	14	6%	8
Number of Respondents	**114**		**144**	
Frequency of interaction with staff				
Weekly	0%	0	1%	2
Monthly	0%	0	24%	35
A few times a year	0%	0	65%	94
Once a year	0%	0	4%	6
Less than once a year	0%	0	5%	7
Number of Respondents	**0**		**144**	

CFI Group

Quality of customer service provided				
Excellent	0%	0	47%	68
Very Good	0%	0	35%	50
Average	0%	0	15%	22
Fair	0%	0	3%	4
Number of Respondents	**0**		**144**	

Received consistent information from the program office				
Received consistent information from the program office	82%	94	88%	126
Did not receive consistent information from the program office	18%	20	13%	18
Number of Respondents	**114**		**144**	

Student Support and Academic Enrichment
Score Table

	2018	2019
Sample Size	31	22
ED Staff/Coordination	**69**	**62**
Knowledge of relevant legislation, regulations, policies, and procedures	77	68
Responsiveness to your questions	70	54
Accuracy of responses	81	69
Sufficiency of legal guidance in responses	76	69
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
Online Resources	**64**	**60**
Ease of finding materials online	61	60
Freshness of content	63	54
Ability to accomplish what you want on the site	62	60
Ease of reading the site	67	69
Ease of navigation	64	61
Documents	**64**	**69**
Clarity	66	74
Organization of information	69	73
Sufficiency of detail to meet your program needs	61	66
Relevance to your areas of need	65	73
Comprehensiveness in addressing the scope of issues that you face	60	57
OESE's Technical Assistance	**62**	**53**
Effectiveness of OESE in helping you learn to implement grant programs	66	58
Usefulness of OESE`s technical assistance services as a model	55	48
ACSI	**56**	**51**
How satisfied are you with ED's products and services	61	56
How well ED`s products and services meet expectations	52	47
How well ED compares with ideal products and services	54	51
Trust	**--**	**61**
Level of trust in office to meet your organization`s needs	--	61
Student Support and Academic Enrichment		
Responsiveness in answering questions	59	51
Knowledge of technical material	65	61
Meeting program compliance requirements	63	54
Website	62	57
Products	58	56
Clarity of communication	--	58
Professionalism	--	82

CFI Group

Demographic Table

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and serv ices				
Strongly Agree	6%	2	9%	2
Agree	68%	21	68%	15
Disagree	10%	3	18%	4
Strongly Disagree	13%	4	5%	1
Does Not Apply	3%	1	0%	0
Number of Respondents	**31**		**22**	

Job role				
Project or State Director	--	--	86%	19
School Officer	--	--	0%	0
Grant Coordinator	--	--	14%	3
Superintendent	--	--	0%	0
Business Manager	--	--	0%	0
Other	--	--	0%	0
Number of Respondents	**--**			

Length of time in role				
Less than one year	--	--	9%	2
Between 1-3 years	--	--	59%	13
Between 3-10 years	--	--	27%	6
More than 10 years	--	--	5%	1
Number of Respondents	**--**			

Supporting Effective Educator Development Program
Score Table

	2019
Sample Size	**14**
ED Staff/Coordination	**80**
Knowledge of relevant legislation, regulations, policies, and procedures	85
Responsiveness to your questions	72
Accuracy of responses	89
Sufficiency of legal guidance in responses	92
Consistency of responses with ED staff from different program offices	75
Collaboration with other ED programs or offices in providing relevant services	77
Online Resources	**67**
Ease of finding materials online	68
Freshness of content	64
Ability to accomplish what you want on the site	67
Ease of reading the site	68
Ease of navigation	70
Documents	**79**
Clarity	76
Organization of information	78
Sufficiency of detail to meet your program needs	79
Relevance to your areas of need	81
Comprehensiveness in addressing the scope of issues that you face	79
ACSI	**68**
How satisfied are you with ED's products and services	75
How well ED`s products and services meet expectations	65
How well ED compares with ideal products and services	63
Trust	**74**
Level of trust in office to meet your organization`s needs	74
Supporting Effective Educator Development Program	
Assistance in improving program planning and implementation	71
Providing relevant information and ideas	74
Connecting you with other experts or practitioners	74
Implementing a meaningful, rigorous evaluation	61
Gaining helpful tech assistance to conduct meaningful, rigorous evaluation	68

CFI Group

Demographic Table

	2019	
	Percent	**Frequency**
SEED Cohort		
FY 2015	23%	3
FY 2016 Evaluation Extension	8%	1
FY 2017	31%	4
FY 2018	38%	5
Number of Respondents	**13**	

	2019	
Overall I am satisfied with the quality of EDs products and services		
Strongly Agree	43%	6
Agree	50%	7
Disagree	0%	0
Strongly Disagree	7%	1
Does Not Apply	0%	0
Number of Respondents	**14**	

	2019	
Job role		
Project or State Director	57%	8
School Officer	0%	0
Grant Coordinator	21%	3
Superintendent	0%	0
Business Manager	7%	1
Other	14%	2
Number of Respondents	**14**	

	2019	
Length of time in role		
Less than one year	7%	1
Between 1-3 years	43%	6
Between 3-10 years	29%	4
More than 10 years	21%	3
Number of Respondents	**14**	

Supporting Effective Instruction State Grants
Score Table

	2013	2014	2015	2016	2017	2018	2019
Sample Size	50	57	19	31	24	28	17
ED Staff/Coordination	**88**	**86**	**69**	**74**	**74**	**78**	**72**
Knowledge of relevant legislation, regulations, policies, and procedures	89	85	71	73	81	79	75
Responsiveness to your questions	89	87	68	70	69	78	64
Accuracy of responses	91	90	71	75	78	83	80
Sufficiency of legal guidance in responses	91	85	66	71	72	74	79
Consistency of responses with ED staff from different program offices	81	83	64	80	80	75	79
Collaboration with other ED programs or offices in providing relevant services	81	84	65	79	78	80	72
Online Resources	**67**	**64**	**55**	**63**	**70**	**64**	**47**
Ease of finding material online	65	59	49	59	65	65	48
Freshness of content	68	66	53	65	72	60	51
Ability to accomplish what you want on the site	67	63	53	62	71	66	48
Ease of reading the site	67	66	58	63	70	62	50
Ease of navigation	62	63	50	58	66	61	45
Documents	**78**	**77**	**58**	**70**	**78**	**70**	**68**
Clarity	77	77	61	69	78	73	70
Organization of information	79	79	60	73	83	74	71
Sufficiency of detail to meet your program needs	78	76	52	66	76	67	64
Relevance to your areas of need	81	79	59	73	80	70	72
Comprehensiveness in addressing the scope of issues that you face	76	74	58	67	74	67	64
OESE's Technical Assistance	**71**	**68**	**48**	**63**	**67**	**64**	**58**
Effectiveness of OESE in helping you learn to implement grant programs	--	74	52	64	70	71	65
Usefulness of OESE`s technical assistance services as a model	--	60	38	60	64	60	52
ACSI	**66**	**65**	**50**	**61**	**64**	**58**	**52**
How satisfied are you with ED's products and services	72	69	58	65	68	67	58
How well ED`s products and services meet expectations	62	64	46	59	61	51	49
How well ED compares with ideal products and services	61	61	44	57	61	54	48
Trust	**--**	**--**	**--**	**--**	**--**	**--**	**57**
Level of trust in office to meet your organization`s needs	--	--	--	--	--	--	57
Supporting Effective Instruction State Grants							
Provides assistance that enhances capacity to implement	--	--	--	--	66	68	59
Provides support that is responsive to my State's needs to implement	--	--	--	--	65	67	59
Helps address implementation challenges	--	--	--	66	67	65	63
Provides information about key changes to requirements	--	--	--	--	74	73	66

Demographic Table

	2018		2019	
	Percent	**Frequency**	**Percent**	**Frequency**
Overall I am satisfied with the quality of EDs products and services				
Strongly Agree	14%	4	6%	1
Agree	54%	15	35%	6
Disagree	25%	7	35%	6
Strongly Disagree	0%	0	6%	1
Does Not Apply	7%	2	18%	3
Number of Respondents	**28**		**17**	

Job role				
Project or State Director	--	--	94%	16
School Officer	--	--	0%	0
Grant Coordinator	--	--	0%	0
Superintendent	--	--	0%	0
Business Manager	--	--	0%	0
Other	--	--	6%	1
Number of Respondents	**--**			

Length of time in role				
Less than one year	--	--	0%	0
Between 1-3 years	--	--	29%	5
Between 3-10 years	--	--	41%	7
More than 10 years	--	--	29%	5
Number of Respondents	**--**			

Teacher and School Leader Incentive Grants
Score Table

	2019
Sample Size	**19**
ED Staff/Coordination	**81**
Knowledge of relevant legislation, regulations, policies, and procedures	82
Responsiveness to your questions	82
Accuracy of responses	81
Sufficiency of legal guidance in responses	78
Consistency of responses with ED staff from different program offices	89
Collaboration with other ED programs or offices in providing relevant services	81
Online Resources	**70**
Ease of finding materials online	71
Freshness of content	73
Ability to accomplish what you want on the site	70
Ease of reading the site	72
Ease of navigation	70
Documents	**79**
Clarity	76
Organization of information	80
Sufficiency of detail to meet your program needs	78
Relevance to your areas of need	80
Comprehensiveness in addressing the scope of issues that you face	78
ACSI	**79**
How satisfied are you with ED's products and services	84
How well ED`s products and services meet expectations	76
How well ED compares with ideal products and services	75
Trust	**85**
Level of trust in office to meet your organization`s needs	85
Teacher and School Leader Incentive Grants	
Assistance in improving program planning and implementation	72
Providing relevant information and ideas	72
Connecting you with other experts or practitioners	78
Relevant knowledge of program activities	73
Quality and helpfulness of communication	75

CFI Group

Demographic Table

	2019	
	Percent	**Frequency**
Formula v s Discretionary		
Formula	0%	0
Discretionary	100%	19
Number of Respondents	19	

TIFTSL Cohort		
TIF 5	61%	11
TSL	39%	7
Number of Respondents	18	

Ov erall I am satisfied with the quality of EDs products and serv ices		
Strongly Agree	37%	7
Agree	58%	11
Disagree	5%	1
Strongly Disagree	0%	0
Does Not Apply	0%	0
Number of Respondents	19	

Job role		
Project or State Director	58%	11
School Officer	0%	0
Grant Coordinator	37%	7
Superintendent	0%	0
Business Manager	0%	0
Other	5%	1
Number of Respondents	19	

Length of time in role		
Less than one year	5%	1
Between 1-3 years	53%	10
Between 3-10 years	37%	7
More than 10 years	5%	1
Number of Respondents	19	

Appendix C:
Verbatim Responses by Program

U.S. Department of Education
Grantee Satisfaction Survey 2019
Verbatim Comments

The comments reported in this section have been edited so that identifying information and names of individuals given in comments have been omitted.

Adult Education and Family Literacy to State Directors of Ad
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

It needs to be organized by content area. IELCE, IET, Allowable costs, Procurement, etc.

Overall excellent

Organization. Large Topics - subtopics. Better search capability.

The search feature needs to have more capability when attempting to find items or guidance.

The website is sufficient for my needs. There is always an opportunity to improve user interface and user experience, including video snapshots of news and information.

I think it's already pretty user friendly. The 'what's new' section isn't updated very frequently and has old stuff. Also there are some broken links occasionally.

Clarity on various approvals and programs Less busy/wordy

More subject search responsive.

Give training on how it is set up and ways to navigate this site. Especially add this to the New Directors training.

It would be helpful to have links to the NRS website and other places where materials from State Directors' meetings and other trainings are housed. (Much like NASDAE posts everything from the NTI.)

None. It is pretty user friendly.

Almost anything will help. Very pleased to learn about proposed website changes.

There is too much information and text.

The Virginia staff have experienced high-quality technical assistance in all service areas. Continue to maintain awareness of best practices across the region and country.

Continue to share relevant federal grants administration data with states.

Carl D. Perkins Career and Technical Education State Directors
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

Make it user friendly by ensuring that current topics are easily accessible and available in less than three 'clicks'.

There is a lot of useful and important information - I think the website is fine. It is making sure the users (me) think and search in the same terminology that you use.

Nothing to recommend in this area.

Not always clear in answers esp with Perkins V guidance

Keep up the good work!

N/A

No suggestions

It would be helpful if they posted current state data in a more timely manner

Difficult to find public comment documents and resources, needs to be more clear

the RTI site is quite good, hope that is what you are asking about...dont use ed.gov

Don't know, because I am not a web developer. I should be able to type any Perkins grant term and get a response.

Make it easier to find relevant content. The navigation is tough to get to programs you want, and then often, what you need is not there.

I can't think of anything.

CUSTOM QUESTIONS

PERK3. In evaluating the usefulness of the Perkins Collaborative Research Network (PCRN), on a scale of 1 – 10, where 1 is poor and 10 is excellent, please rate the usefulness of PCRN. Please elaborate on your response if there is a particular aspect of PCRN you want to address.

I find the PCRN easy to use and very useful.

NA

Is not used frequently

the data explorer is a great tool; the webinars have helped new staff,

National Professional Development Program
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

Please keep things updated. If a report changes (such as adding a new question to G5 that apparently we did not need to answer but sent our team into a week of panic), please post NEW and UPDATED instructions. At the very least, please let the program officer know (she was also confused). But overall, what I find on the ED site is either difficult to find or what I find seems to be several years old.

The Clearinghouse (NCELA) website could be updated more regularly. I have had success with the Manhatten group working with the KMS for quarterly reporting--they are resoureceful, professional, and friendly.

The websites for quarterly and annual reporting (KMS and G5) are clunky and often slow. For the KMS site, it is sometimes unclear how to report the numbers. In the past, once we enter some items in draft form and wanted to revise before submitting, we had to call a KMS customer rep to do this for us. Both websites are generally slow and difficult to navigate.

Offer the most recent statistics for ELs and bilingual students in the U.S. with the references.

Make it more intuitive

Some of the information is outdated and some items are hard to find.

I am not a website expert. From my professor perspective, its just fine.

Ease of navigation can always be streamlined.

Looked for abstracts for prior grants…. hard to find and is incomplete. Looked fir basic info on EL demographics - couldn't find.

Improve navigation, narrow down topics.

It could follow web design best practices and provide information in an intuitive, visually appealing manner.

I'm not sure. The resources there are excellent

Provide explanations and definitions that are connected to federal reporting requirements.

Update design and declutter each page. Reduce the number of layers to go through to find information. Update with news and announcements more frequently. Regular features on NPD projects (on a rotating basis) would be a nice addition, and would show others who visit the site that we're actually doing this work (and not just that we were awarded the funds for it).

I am generally OK with it and it does generally work for me quite well. I didn't use it much at first, but now return to it more frequently.

Website seems fine. I have more difficulty getting communications directly

I appreciate having copies of successful grant applications available.

I often find it easier to google the specific information I want to find versus going to the OELA website to find it. For example, getting the staff directory is easier if I simply search 'OELA staff directory' or 'NPD staff directory' rather than going to the website directly.   It would also be helpful of OELA had a page with different headers from the Dept. of Education, as the needs of those seeking information on student loans, for example, is likely quite different from the information that grantees, grant seekers, and educators are trying to find when navigating to the OELA and/or NPD page.

Have a place specific to NPD grantees with updates and info such as deadlines, calendars, etc.

No suggestions

N/A

Have had difficulty logging in to G5.Gov for Annual Performance Report. Problem solved quickly. However, major problem with Knowledge Mgmt System. Have still not been able to upload accurate budget figures.

Seems like it requires more clicks than necessary to locate resources on the site. Maybe simplifying the number of pages connected to OELA's main would help.

I think it is about the look of the site, the searchability of the site, and intuitive nature. I just think it needs an upgrade.

-
None

Q36. Other (please specify): Which of the following best describes your job role?

Project Director
University faculty
Project Investigator
PI/Professor

CUSTOM QUESTIONS

NPD11. What, if any, improvements have you seen in OELA over the last year?

None observed.

I think that the budget mechanism for the KMS site could be more user-friendly as you must take your overall budget and deduct and add to come up with the accurate numbers. They should have a calculation allowing you to enter your last year, new year, new expenditures, projected so that the calculation will happen the same way that we calculate it

Our program officer, [redacted], is just wonderful. He has the right mix of providing support, but also maintains a critical eye. Its hard to improve on what he does.

Appreciate the work on Gifted ELs, the Family Toolkit, and the EL Data Resources. Very useful and accessible resources.

I have seen an improvement in KMS.

They are working to improve the quarterly reporting system, KMS.

The online reporting system appears to have stabilized (hopefully).

more responsive POs

Webinars are more frequent, but seem to be focused on technical issues of reports. Many of those on the webinars seem to have very little knowledge of grant reporting processes. Many seem to have little knowledge of online reporting systems of any sort. Their questions become tiring to me, as I have much grant writing/management/reporting experience (even with NPD itself) and don't need the same type of detailed information that they do. As a result, I don't find the webinars to be helpful to me. I would rather see webinars that focus on some of the working features of NPD projects, with collaboration on conceptualization, content, and even management. This type of collaborative time could lead to some interesting possibilities for research across insitutions/projects, and would serve to advance our field and the NPD program itself. Some such webinars might be optional--and might focus on just one type of project component. The program officers might even look across projects to suggest that certain directors participate in certain topic-focused webinars based on commonalities they see among those projects or research questions that might come about by comparison of different approaches to the various components.

At first the entering of data on the OIE PDPDCS website was challenging, probably because so many of us were trying to get into the site at once to enter critical data. Each month this became easier as me and staff became more familiar with it.

OELA has published some excellent publications this year and conducted seminars about reporting and budget reallocation requests. I am looking forward to the Directors Meeting in November. I have not had any problems at all.

The new KMS monitoring system is a big improvement.

Not applicable

Excellent video presentation.

Have not seen any improvements. However, my project officer is excellent.

No improvements to suggest

The KMS system is vastly improved and easier to work with. That Webinar was AMAZING!

Native American and Alaska Native Children in School Program
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

Modernize the website. The platform is very outdated.

Not sure

Found information helpful, and easy to navigate online

I am still uncertain why we are working in KMS and G5. for report submissions. The sites are not extremely difficult to work in, however they tend to log out quickly while I am looking through documents or rewording a sentence, etc. Just an inconvenience, but not a major issue.

Update links to grant programs

Information needs to be more current.

It is the most confusing and unfriendly site I have used. I don't know where to click to find our grant sites. Too many clicks.

I find the KMS reporting tool extremely confusing.

No comment

Q36. Other (please specify): Which of the following best describes your job role?

District federal programs Director

School Principal

CUSTOM QUESTIONS

NAM11. What, if any, improvements have you seen in OELA over the last year?

Huge improvement in technical assistance and accuracy of information.

I have not recognized any major changes then it seems more friendlier in doing the reports.

We were given a new program manager a couple of months ago and it has made a tremendous positive difference in the feedback and support we are receiving. I would have scored the services much higher, however over the past year, and in reality the term of the grant, we were on our own. [redacted] is our program manager now and is always so professional, positive and very helpful.

KMS seems to be a good tool.

KMS has improved, thanks!

Responsiveness to tribal need for language instruction, not just English Language Learner programs.

Increased communications

No comment.

21st Century Community Learning Centers
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

Update information and resources more frequently.

Make it more user friendly.

Overtime keep the toolkits updated. Currently they are very relevant and up to date.

Nothing

I haven't spent enough time on it to be able to provide improvement suggestions

More updated resources such as a non-regulatory guidance.

Mixed messages about old 21st CCLC guidance from 2003. We were told (by prior director) that it would come down. It remains up. Not sure whether to refer to it or not. ED has done a better job recently posting items that are shared with SEA coordinators on the website in a reasonable amount of time. My score is an improvement from how I would have scored it in the past because it seems that more information is available (guidance, resources, events) than in the past.

The font is small and not very user friendly. The website has not changed in a while. The content should be refreshed and offer more technical assistance.

Current website offers minimal resources, but contracted website is being used in a helpful way.

More information can be available on the web

Provide a direct tab to 21st CCLC on the homepage.

n/a

Instead of sending us to the document with the CFR, send us to the searchable e-CFR. MUCH much friendlier to navigate. https://www.ecfr.gov/cgi-bin/text-idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

build search terms, check for outdated links

Conferences, SEA meetings, presentations, etc.

Placing all the necessary program guidance and templates for SEA and Sub-Grantees in one area.

It takes months for content to be updated and included on the site.

Links to contractor websites with resources

No suggestions

Update resources, include legislative updates related to what is happening on Capital Hill as it pertains to 21st CCLC.

Please add links to Y4Y site everywhere on the US Ed 21st CCLC site! Please continue to do a wonderful job. The 21st CCLC US Department of Ed staff is the best!

Less text and simply easy to read links to relevant sections of ESSA and the Uniform Grants Guidance

The website is difficult to navigate. It would be helpful if specific tabs were available for after school programs or if staff could be located by name.

I imagine there are limitations as far as look and layout. However, it is not very user friendly. Maybe if information was provided in a tool bar structure based on content. There are too many links to everything. You click one link, have to scroll down and click another. Then it's hard to get back to where you started. Not sure if this helped...........just that it is not user friendly at all.

Would like to see guidance on key administrative issues related to 21st CCLC programs.

Make it easier to get to the 21st CCLC page. If I didn't know that I needed to do a search for 21st CCLC once I get to the ed.gov webpage, I would not know how to get to this information.

It just needs more information, documents, guidance, etc. It's kind of bare.

Q36. Other (please specify): Which of the following best describes your job role?

LEA Staff

Assistant Superintendent - supervises program director

Assistant Program Manager

Program Specialist

CFI Group

Charter Schools Program (CSP) Grants to State Entities
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

The web site is good but could be a bit more intuitive. I want it to read my mind more. I know that sounds ridiculous but - you asked.

A common thing I am looking for are applications and feedback from past CSP SEA/SE grant competitions. I know at one time, I could find this information, but many times, I have attempted to find this information on the site and cannot find it. It seems like certain pages get refreshed and then the old content disappears. It also has felt that way at times in terms of historic policy guidance (Dear Colleague Letters and such). I know that we have the SE/SEA Exchange. If some content gets pulled off the public site, perhaps it could be moved/archived to the SE/SEA Exchange?

Presently I am trying to complete the self pace courses. The site has not been accessible the last two times i tried to access it May 2 and 3, and 6th. If there is a navigation issue I don't see any instructions on how to maneuver around it.

It's user pretty user friendly.

More links to drilldown on specific information.

so much information and having to search different terms and the results aren't always relevant. Also the reading through the Register is difficult

Have a really good search function. Keep it updated. Explain what each office does.

My only complaint is I wish I could link to all of the fund/awards on one page. Maybe a searchable database or site. Otherwise, the layout is easy to follow.

I am a new grant manager and have not had the opportunity or need to go to the website.

Improve search function to refine results. Post updates in a timely fashion.

The website should be kept current and be updated regularly. It is also difficult to navigate when searching for specific information.

Q36. Other (please specify): Which of the following best describes your job role?

Grant Manager

Comprehensive Literacy State Development
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

It can be hard to find resources if you don't know the specific name of the program where those resources lie.

I have been able to locate resources and assistance without difficulty. When I have used the help/support, I have received excellent support.

None

I have no problem with the website.

The website for the grant is organized well. Pretty easy to get to where we need to go without too many clicks.

The Department website as a whole is more clunky - takes many clicks to get where you need to know.

CUSTOM QUESTIONS

SR9. What technical assistance topics can the SRCL program provide during meetings and SRCL Communities of Practice events to support the states more effectively?

The TA assigned to my state has not provided high-quality assistance. When we attend other TA CoPs, they are much more effective.

Early Learning Evidence Based literacy instruction and assessment

Our current TA provider is exceptional. Our calls are meaningful and we receive support as needed in a timely fashion.

Our CoPs provide examples and evidence-based practices for several topic areas. These are much appreciated!

Clarification response on Questions

we are still struggling with how to insist on evidence-based practices in a local control state. I think this is a topic plaguing many of us.

more information on adolescent literacy supports

Demonstration Grants for Indian Children/Special Projects for Indian Children
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

Grantee should only receive direct accurate information from their assigned FPO. Multiple emails from different persons are confusing. Mid-year APR put the grantee in a difficult situation having to predict meeting yearly goals and objectives.

With accurate and up-to-date information and contacts.

It is the most cumbersome site. It doesn't point to grantee information on the front page. You must click numerous times to get anywhere that grantees need. Put a hyperlink please.

Ensure all forms that need to be submitted for Annual performance reports are accessible in the reporting section. Make sure directions are clear for annual performance reports and all other required reporting. Make sure program coordinator information is accurate.

Continuous updates

I have mostly used the department's technical assistance provider cOp website for assistance in grant operations. I used the department's website while writing the grant, but that was over a year ago.

Ensure that all information is up to date and corresponds with information received with grant applications.

The website is easy to maneuver and can easily find what you need. Just takes a little time to get used to as you would with any kind of changes. Great job...

Updated information. Post upcoming training that would benefit effective program evaluation. More explanation of how to report GPRA measure on Annual Report.

The website is good as is.

n/a

The links work quite well, and that is how I normally access what I need to get. There is a lot to read to get to the links, so maybe streamline that somehow. The navigation boxes off to the side are very helpful as is.

I have not suggestions on this at this time

No recommendations.

I find it somewhat busy and visually cluttered.

Please make a separate section for OIE with all the links available and easy to use. Update regularly contacts and upcoming information.

Perhaps separating the programs within the website so it is apparent when you get to the website that you are indeed accessing the appropriate information. The website is not user friendly and not easy to navigate.

I haven't used the website.

The site is clean-cut and concise. It's easy to navigate and find information.

As an example of how 'unfresh' the Office of Indian Education Demonstration grant page is, on the Legislation, Regulations, and Guidance page the Notice of Inviting Applications is from April of 2015. Most of the items on the Resource page are from 2015, and it refers to Title VII, not Title VI. In the Key Staff directory, our previous program officer [redacted] is listed, and our current one [redacted] is not - so this has dated information as well. The Performance Plan page has 2009 as the most recent information. Has the Performance Plan been updated since then? You would think it would have been updated in 10 years time. The Awards page hasn't been updated since 2016. The Funding Status page hasn't been updated since 2017. These examples are just what is seen on the website. With regards to knowledge, the former Program Officer [redacted] told us we had to go out to bid on contracts with our grant consortium partners - the co-applicants of the grant who were LEAs. There is only one Humboldt County Office of Education, and one School District serving the high schools in our grant program, yet she insisted we go through a formal bidding process when these contracts were with our co-applicants, as if there was another school district serving our schools, or another office of education. That email debate delayed our project three months. So, no, information provided by staff was NOT good. [redacted] is MUCH better, more responsive, and less antagonistic than [redacted] who was impatient and hostile with our

Program Director on the phone, sighing heavily each time a question was asked. Thank you for this opportunity to provide feedback on the Office of Indian Education. We are very pleased with our new Program Officer and look forward to working with her.

Have up to date contact information for employees.

There are some missing links for some items

Layout the information by grant/program with specific related information/resources.

Provide correct reporting dates. Do not do updates during hi volume access times necessary for getting information on reporting.

What I was looking for was how to acknowledge OIE on outreach materials. I think it would be very helpful if you organized your site (with regard to this particular grant) in a clear and lineal search pattern, e.g. Dept. of Ed/OIE/grants/Indian Demo Grant. On that page, in addition to general info about that grant program, I would ask if the site visitor is a current grantee or a potential applicant. The next window would have search options such as: Acknowledgement Requirements/Forms/Reporting requirements/Upcoming dates (meetings, conferences, report deadlines, etc.)/Contact info.

I'm not sure what I would say to how to improve it, but it had a steep learning curve for me. It was hard to know where to look for what I was searching for.

Do not use it much.

I a OK with the site as it is now. Nothing I think needs a major overhaul.

Q36. Other (please specify): Which of the following best describes your job role?

Director of Education

Education for Homeless Children and Youth Program
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

I have not used the website recently because it is not easy to navigate.

Please add links to NCHE and NAECHY sites everywhere on the US Ed 21st CCLC site!   Please continue to do a wonderful job. The 'Education for Homeless Children and Youth' US Department of Ed staff is the best!

Why can't I have direct access to my federal program manager? I feel positive that he knows the program better than the person I have to go through who will determine who I can talk to/what I need. I have been in this position for several years - I already know what I need and who can help me. I will use the resources that I already know and trust - not this system. What are you guys thinking?? Sorry...

Easier navigation.

Would like to see a more simplified way to search for legislative information.

Add dates of items posted More clearly labeled content Back button

It is too convoluted. It's hard to use the search engine and even harder to find what I'm looking for.

n/a

More user friendly to navigate to various programs.

nothing comes to mind

It would be most helpful to include more up-to-date information on monitoring and prior monitoring reports to ensure improvement for programs across the nation.

search option does not bring up most relevant, recent links

Text is too small and navigation is confusing so I avoid this website.

Remove all your old links. 90% of the time when I do a google search for something, the link is to an old link from your website. It gets frustrating, so I end up using other sources to find the information I need.

Post a copy of Title IX, Part A on the site. If it is there, I cannot find it. It was reauthorized in 2015 and yet, no copy on the site.

The low rating is not really the fault of USED; rather the change in administration that negated so much of the non-regulatory guidance following reauthorization we had received initial access to. Now when you open most NR guidance, it will have the caveat on the top of the front page about rescinding, but then it is up to the SEA to go through and try to connect it to statute do discern what is currently applicable and what is not. It would have been better for me if USED deleted or struck through the parts of NR guidance that wasn't current, or rewrote the NR so it is current.   I primarily find information on the ED TA center, NCHE, which has the ability to be more liberal user friendly.

It is very difficult trying to find program pages on the website. A header/hyperlink should be located on the home page alongside 'Student Loans, Grants, Laws, and Data'.

it can be hard to get to what you want if you don't know the exact wording of what you are looking for.

Difficult to find information using the key phrases.

Q36. Other (please specify): Which of the following best describes your job role?

State Coordinator Homeless Education

CFI Group

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

Q13. Please describe how the Department could improve its website.

Add tabs for the different audiences. Send emails to highlight new information posted such as allocation tables, etc..

Increased organization of materials and accessibility on small screens

List all newest most relevant articles first or hide items not in current year in an archive section by year

The website works well for my needs.

Remove outdated material.   Enhance search features.   If outdated materials remain, at least strike out incorrect or superseded information   Where pieces of information relate to others, list related materials Having one all encompassing section that lists all the relevant laws, guidance and policies that apply to Title III would be especially helpful. This has been discussed for several years and we were informed that work was in process but such a page has not yet been provided.

Thank you for the amendment to the Title III part A guidance regarding assessment, it was very much needed.

The website could offer enhanced search capabilities. Continue to provide space holders for documents which are being vetted.

At this time I have no suggestions. I have been able to find what I need from the website. I really do like the toolkits that have been created.

More user friendly may make it easier to locate information.

Very difficult to locate all relevant information about Title III on the ed.gov website including the current text of the law.

When I have searched the site using search terms, the searches tend to yield older statutory information rather than updated resources. However, at other times, I am able to access the updated resources, so I have found my experience with the website to be somewhat inconsistent.

Q36. Other (please specify): Which of the following best describes your job role?

ESSA Director

CUSTOM QUESTIONS

ELA5. Think about services offered in the previous year (e g , opportunities for peer learning, collaboration calls, grantee meetings, communities of practice, webinars, publication of non-regulatory guidance, support transitioning to the Every Student Succeeds

There are no Title III/EL communities of practice offered to all states

Presentations shared at CCSSO meetings. In person meeting.

Communication when questions are sent to the Department; guidance documents for implementation of Title III

Grantee meeting

I have not even heard of most of the services above. I attended a meeting regarding the transition to ESSA and it was somewhat helpful, but was not near enough information for what we needed. I also attended a meeting on peer review which was also helpful, but could have been better with follow up over time as we were working on

it such as supporting peer learning and conversations. Non-regulatory guidance is challenging to refer to due to administrative inconsistencies.

The Combined Programs meeting was an opportunity to bring the titles together to hear about each other. Involvement in NCSTIIID, NABE, La Cosecha, TESOL, SCASS, etc. has been very beneficial to relationship building and sharing of information. The collaboration with OELA is invaluable and provides solid support and resources.

Publication of guidance documents that expand on interpretation of allowable and supplemental.

Timely responses with examples through email and personal attention during the Combined Meetings--this provides balanced technical assistance.

I am not in the habit of contacting the federal government for support but fund the EL toolkit very valuable.

English Learner Toolkits are very helpful.

[Redacted] while providing guidance on Title III has been responsive, accurate, and very timely in assisting with specific situations regarding questions not easily found on the USED website, statute, or non reg guidance. Her assistance has been invaluable.

The one session for Title III staff that was face to face at the early December meeting in DC.

presence at combined federal meeting

Webinars and non-regulatory guidance have been particularly helpful.

Contact with OESE has generally been positive.

ELA6. 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)

Create in person sessions and webinars for Title I and Title III to coordinate efforts to serve ELs.

Draft sample communication that SEAs can share with LEAs, schools, and parents

Webinars, podcasts - so hard to get away for an expensive trip to DC

Our districts struggle to expend Title III funds because the requirements are extremely restrictive. Would be helpful to see how other states and districts are using these funds.

Offer realistic program support rather than legal advice and quoting the law. We work with real kids and real teachers in real schools. The laws in place should have real solutions on how to implement them in schools. For example, topics on ELs with disabilities have been discussed for many years and the USDE has provided what the law requires but nothing in realistic solutions as to how to identify, serve, or exit them. When we create laws, we need to be able to implement them as well. I realize this is monumentally challenging, but extremely important! It's easy to pass laws when you don't have to deal with how they are implemented or enforced.

Offer more opportunities for states to get together for networking and peer learning. Communities of Practice are great for those who are participating; what about all of the others? Webinars? What webinars?

Offering a one stop shop for all things relevant to Title III on the web would be invaluable. Maybe a walk through the legislation with hyperlinks to additional information which supports the implementation or oversite of the information. (Title VI, OCR, NCELA, Lau etc.) Relationship building between state staff and program administrator at USED could increase trust levels. More face to face opportunities to interact and hear from experts and network. Updated guidance on topics impacted by ESSA (foreign exchange students, family engagement, clarification on the changed in direct and indirect costs and help communicating to finance, etc.) .

Would need more guidance in topics related to Section 1.4:   -Supporting the development and implementation of pre-school programs   -Offering programs to help ELs achieve success in post-secondary education -Improving instruction of ELs with disabilities -Providing recognition, which may include providing financial awards, to recipients of subgrants under section 3115 that have significantly improved the achievement and progress of ELs   Thank you!

Continuing to keep up with the changes is a huge challenge, thanks for doing your best!

I just need to reach out more because I have never made contact

Title III specific webinars.

Continue with timely and accurate responses when a question is posed. This has been instrumental in assisting districts with situations that I have been unable to find in statute or non reg guidance.

Having a resource for new Title III Directors on a timeline for what needs to be accomplished with links to resources for those tasks.

Need resources and face to face training, peer structure, feedback from field. Use OME as a model for service.

The reorganization of the OESE has weakened a system that was going well.

Grants for State Assessments
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

It really wasn't too bad once you got in and had to use it more than a few times. Once you enter the site, finding your grant required knowing the DUNS# (LONG NUMBER) or other complicated identifiers--which was cumbersome. HOWEVER, it is understandable that this would be the case on a FEDERAL DATABASE. Once you were into your personal file set, the site was fairly user friendly and intuitive. It was a matter of using the tools often vs. 'stopping in' to do something after having been away for a long time and trying to remember what you were supposed to do. Familiarity is key, and honestly, that isn't the 'site's' fault.

Since there is so much information and it is not always clear how to navigate, a really good search capability that allows us to go right to documents needed without navigating is helpful.

Having a clear link off of the main ESSA page would be very helpful.

Structure with the end user in mind - specifically, order of items, tasks, information and resources should flow for the end user.

The layout of the website and the navigation could be vastly improved through a new UI/UX design. Currently, it is very reminiscent of Web 1.0 interfaces.

Please include Title IV information on the website and provide internal coherence to access all titles (Title I - Part C, part D.)

I went to locate 'required federal assessed subjects areas for students' found an FAQ page, and there was no question on which subjects areas were required to be assessed. This portion could be more public friednly so the state can direct stakeholders to source inforation for commonly asked quesitons.

From main pages, I frequently have to make too many clicks to get to the desired information. For that reason, I shutter to think what the impact would be if I lost my bookmarks.

no suggestions at this time

Website has a great look and user experience is very positive...maybe include an optional navigation panel but not really necessary

I have not found a way to get to the Standards, Assessment, and Accountability webpage from the main site without doing a search and sifting through. Luckily I have this bookmarked, but often have to share it with others in my Agency.

The initial registration process was difficult. I used my name in the email and it was set up using my full name. I had to have my password reset before I could get into the site initially. I was able to find the documents needed for the grant once I got into the system.

I find most items by googling...I do not navigate the site as I do not find it to be intuitive.

Q36. Other (please specify): Which of the following best describes your job role?

Assistant State Superintendent
Directors across the program areas

CFI Group

i3/Education Innovation and Research
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

The Department does a good job making the dense information required as user friendly as possible.

Provide opportunities to receive hard copies of materials…as well as electronic..

I think by running periodically this type of survey where grantees would have the opportunities to make future recommendations for improvement.

Ease navigation. More white space. Design it to be user friendly.

Improve the navigation system

Improve file structure/navigation to make information easier to find.

If someone is new to the Department of Ed, they have a difficult time understanding the short descriptions and abbreviations. The content is communicated through the eyes of someone with an understanding of how the Department works and someone who knows exactly how to navigate the site for the information they need. Novice users struggle to find clear information on the site.

More searchable maybe -- the organization by programs can be confusing.

It would be great if the site had updated content.

Program office are always trying to make sure you succeed. Thank you

It just seems like a lot of information is presented at once; perhaps a strong search function can help as well.

1. Keep it up-to-date. 2. Plan it from the user's perspective.

I have no difficulty locating information on the website.

For grantees, having critical information in 3 or 4 different places (federal register, RFP, FAQ, supporting online resources) makes it very cumbersome. it would helpful if all of the relevant guidance for an applicant could be put into a single place or resource. This would save time and lead to higher quality applications for funds.

The website provides a clear map to each section of information. The search features appear limited but the information available is current and helpful.

Insure that content is current. [Not necessarily i3/EIR-related, but projections of funding possibilities seems out-of-date.]

Have a section for current grantees with information on various webinars, reports, requirements, etc.

I don't use the website much, but the navigation is somewhat clunky and doesn't always seem intuitive.

Improving Basic Programs Operated by Local Educational Agency
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

Update all guidance that is no longer required. Old guidance documents still pop up when dong a search and this confuses state and LEA staff when trying to answer questions.

Make current material easier to locate. I often find myself immersed in old NCLB content.

I'm not sure I know that the department has a website and where it is located.

Up to date information

When using the website, all you get in searches are lists of pages. It's basically just posted documents.

Archive old guidance, etc., that is no longer applicable to optimize the search engine. Sometimes when searching it pulls up a lot of information that is really not what you need.

It would be good to have a ESSA section of the website with subsections for each of the Titles represented in ESSA. This would probably assist with navigation.

Easier to navigate to specific offices and better search results

A site map might help. A site map that is actually easy to use (most site maps are not helpful). Currently there appears to be no organization to the site.

Update information and provide more meaningful guidance.

Given the complexity of information, I do not think a website can necessarily be easily navigated. My ranking of your site is probably not an indication of USED specifically. I think it is difficult in any capacity to provide information, flow of information, freshness of content, etc. on any website.

Multiple clicks before I get to specific information regarding grants--i.e. grant allocations - even when I 'search' the information is not always the most current available.

The org chart for OESE is not updated; with the reorganization it is not clear who is leading which office.

Direct links to needed material rather than going threw so many layers to get there

Indian Education Formula Grants to Local Education Agencies (LEAs)
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

Not sure

It is really hard to navigate the website, wish they could make things a little easier and user friendly.

The outlay is a little confusing. Maybe highlighted or features should be at the the top. Also more news on proactive schools and student success stories.

no suggestions

No problems at this time.

its good

I think more emails to programs that the website has updated information and how to access it.

Provide upcoming webinars early so that dates can be added to our school calendars.

I have no suggestions for improvement at this time. The website meets my needs very well.

I have needed very little personal contact, but the online resources couldn't be any more helpful!!! Great job.

More video conferencing.

The login time in needs to be extended when working on the grant. It times out to quick. Also, the list of personnel needs to include 'Specialist' as a choice.

I am satisfied.

I don't like these web sites where part of it is managed on one site and part of it on another and you have to go to a third place to request a drawdown. Another peeve is having to change password every 90 or 120 days. Pain in the neck when I only go on the site 2-4 times a year. Seems each year I have to re-acquaint myself with the process because Indian Ed is different than Impact Aid which is different than REAP (SRSA), CARS, Erate, and other state or federal grants. They all seem to be on a different time schedule, too. Nice to spread the workload through-out the year, but hard to remember all the steps.

N/A

no suggestions at this time.

I am familiar with system and currently have I issues or suggestions

Whenever I have to change my username and password, the program will not accept my new information (even though I am following all the requirements) and I have to call the helpline. They always reset the info for me and it always works. So, it would be to have the program work when that info has to be changed.

1)Internet Explorer is completely outdated and it was very inconvenient and time-consuming to have to borrow a PC every time I had to go into the application. 2)The amount of time it took to participate in the webinars and sift through the mountain of text for such a short application was not a good use of my time as public employee. I'm sure all of this could be remedied by creating a more modern website. I do have to say that I ended up calling customer support more than referring to all the manuals and lengthy FAQs. Everyone was incredibly responsive and friendly.

Almost too much going on...really have to read each little thing to discover, no that's not what I am looking for.

You have to click on a lot tabs it would be easier if it was just one or two clicks. Also sometime things are under a section that may make sense to Ed but to the end user you wouldn't know a department is going under a certain office. In other words more transparency on where departments are located with ED.

I have been satisfied with the Department for the information/help I have needed in the past.

No needs at this time

It's good!

By making the materials more user-friendly and easier to locate on the site.

No sure; maybe FAQ's reference by subject. I may need to use the sites more to become familiar with where to find things.

It would be helpful to have all resources available in one place, rather than separate sites for the Application, and the resources/materials. Also, the number of links and articles are so vast, that it can become overwhelming and tedious to try to sort through to figure out what is relevant and applicable. Perhaps a different way of organizing the materials so they are sorted by category.
Create a task list for what needs to be done and dates due. The state department puts out a calendar with due dates and tasks.

Q36. Other (please specify): Which of the following best describes your job role?

Grants Developement Officer
Federal Programs Director
resource coordinator
Specialist II
Director of Grants
Tribal Education Dept Director
Program Director of the department

CFI Group

CUSTOM QUESTIONS

IEFG8. 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.)?

NIEA, MIEA

Not Sure

State conferences

New Mexico stakeholders would appreciate more input and knowledge on what OIE works on to provide equitable opportunities to students. How those are measured and how other states manage funds.

State JOM Conference and NIEA Conference

Local trainings pertaining to instruction.

none to date

State Conferences and National Associations

State Conferences

Would like to attend National Indian Education Association for PD. This allows program to see other programs nationwide and what they are doing. State conferences are fine to attend, but we tend to see some of the same training in state. It would be great to see a national Title VI Indian Education conference.

ESEA Federal Programs conference in AK

None at this time

state conferences

NA

There is not a lot of professional development training on culturally relevant pedagogy.

Some out of state training.

Anything pertaining to Indian Education Title VI.

State conferences to address federal programs would be very beneficial.

none at this time but are interested in attending.

State and Federal Conferences

State conferences national conferences

Not aware of any

state conferences and national associations

State Dept. of Education Conferences, State School Board Association Conferences

The G5 website is too busy, too much going on on the main page.

Indian Ed regional conferences

State Conferences/attend meetings pertaining to federal programs.

NONE

California Conference on American Indian Education and National Indian Education Association Convention

State conferences

National conferences as well as local conferences

California Conference on Indian Education

National Indian Education Association yearly conference. Utah State Board of Education monthly Title VI meetings. District policy supports travel to 1 out of state conference a year out of district funds with exceptions at the discretion of a supervisor who may or may not be familiar with Indian Education;; that may limit professional development training because there are limited Title VI Indian Education professional development

opportunities in Utah. Indian educators have had to create professional development for educators at our expense with little or no financial support from state or district. entities. State provided professional development workshops may be a solution. Diversity may be addressed in other offerings not specifically targeting Indian Education.

State conferences sponsored/hosted by our SEA.

NIEA Conference, NC Indian Unity Conference, attend NC State Advisory Council on Indian Education meetings and/or workshops/summits. The district's ED Camp Equity Conference.

Bureau of Indian Education Summer Conference International Society for Technology in Education (ISTE) Conference

NJOM and State JOM

IEFG9. Over the next year, what can OIE do to better meet your technical assistance and program improvement needs?

Unsure

Not sure

I always felt supported and was grateful for the staff and their knowledge. It was awesome to speak to someone who was familiar with our area and could support me in a positive way.

Please try to get correspondences and surveys to schools by May as most Oklahoma schools and staff are out for the summer at some point in May.

No problems at this time.

the only issue i have is that OIE is eastern time zone, we are in the pacific zone. by the time we get into the office the OIE is already halfway through the day. Other than that its great

Technical assistance is fine. Program improvement needs are for additional funds to serve the Tribe located in a rural and remote section of California with challenges for access to many services needed.

Increased information about the website and availably of information.

OIE can provide meetings to grantees on successful programs and what they are doing.

Improving the EASIE site so that it can be used on more browsers.

None at this time

Stay exactly the same as this year - it went better then ever.

NA

Conduct regional workshops for Title VI programs.

Give more time for submission.

not sure-only been in program 2 years. Will have to negotiate first 'annual report' this fall so not sure what that will bring.

N/A

I have no suggestions at this time.

Na

N/a

I thought the human, one-on-one technical assistance was wonderful- the reminders of due dates, the responsiveness over the phone, everyone was great. It was just such a clunky process that I think updating your technology would benefit participation.

I believe the staff and assistance is of good quality.

N/a

Continue doing what you are doing now. OIE has been helpful to me in the past.

No needs at this time

Would love to see a list of projects that other schools/tribes are implementing. Best practice models.

I have nothing specific at this time. OIE has always been pleasant and very helpful any time I have contacted them throughout the year.

Better communication

Our parent committee struggles with the fact that we cannot serve student's whose families self-identify as Native. Not all families are able to get membership cards, but are deeply connected with their heritage.

Responses to my questions have been timely and offer the policy references needed to address concerns. There is always the offer for further response if my questions require more information or clarification. The offer for further discussion is always made and appreciated. Since my professional development opportunities are limited, I appreciate the specific workshops offered at NIEA which occurs before the grant deadlines, or a pre conference workshop specifically dealing with changes, direction and questions about the Title VI grant and program.

I cannot think of any improvements right now. OIE has been very responsive and helpful. Thank you!

Grasp a better understanding of urban LEA's, where the Indian student population represents dozens of Indian tribes vs tribal community LEA's, where the population is normally larger and there may be just several different tribes. Taking note that urban districts may have some different program needs as opposed to those tribal community LEA's.

Have a clear straight answer for the qualifying students and OIE do presentations at the NJOM instead of us hearing from Lobbyist

Magnet Schools Assistance Program
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

Most recently (it has been about 2 weeks since I checked), the website had not even been updated with the new staff. Also, outside of when we were initially interested in applying, there is no information on the site that I find useful. But I am honestly unsure what to suggest, since the MSAP Center site seems to be where we are directed for most information. I think that things would be more confusing if we had to access two different sites, and needed to figure out/remember what information we could access on each site.

More resources for grantees, information about best practice

I am not clear since the re-org what is actually happening.

The website is easy to navigate. At this time I have no suggestions to improve.

Greater depth of information

The MSAP Center website is difficult to navigate to find the most recent webinars. It would be helpful if they were organized by date or if there was a keyword search for webinars.

The link for eligibility is a bit skimpy; it would be nice to link to documentation with more details. Also, the 'resource' link is not hyperlinked.

Nothing at this time.

At times, the directions or content might be phrased more directly.

There is so much content it is sometimes overwhelming.

A better way of searching the site Many items we look for seem to be embedded within the site and take a longer time than necessary to search for and find

There is always need for improvement and I see the department's best strategy for improvement is to provide relevant and recent research and scholarly articles as well as updated information for all grantees to access. I sought assistance with a recruitment idea and the only information I found was from 2009 in a blog post format. All other resources are great, but an update to what's available as well as the validity of the information would help all grantees.

The website is user friendly and provides the ability to navigate through with ease. There is not much that needs to be done to improve the website.

Q36. Other (please specify): Which of the following best describes your job role?

admin

Migrant Education Programs (Title I, Part C)
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

On the MEP policy Q&As, please add the date of publication, per answer.

No comments at this time

Place documents where they can be easy to find.

Make the page more user-friendly. When looking for particular information you have to 'click' too many times before you get to the content.

My responses are relative to RESULTs website.

More update program material.

So much information to sift through. It would be great if general questions could be added in a search box rather than just a word or two to point one in the correct direction to locate answers more quickly.

- Increase flow/logic, facilitate navigation and more updated guidance and information

On top of monitoring, provide time for 'office hours' where individual States can sign up for one-on-one meeting time with OME via video conferencing.

Post new contents in a timely fashion.

Resources to improve or enhance the Migrant Education Program.

Over the last 12 months I have found the website improve. It is very user-friendly, easy to navigate and has a wealth of information.

more user friendly, more appealing and adding kids and education related pictures

Continue to promote it during the ADM and actually demonstrate new features in the general session.

The amount of information is overwhelming, so if ED can consolidate guidance rather than cite that prior guidance is still active, so that certain topics are a one-stop shop rather than needing to access multiple different documents. This would greatly reduce the number of resources that then makes items easier to access.

CUSTOM QUESTIONS

MEP1. The Coordination Work Group (CWG) represents Migrant Education Program (MEP) State Directors across nine US regions. The CWG facilitates interstate coordination for the purpose of gathering voices from all States in making recommendations to the Office of Migrant Education (OME). In addition, OME works with the CWG members to gain insight into States' priorities, challenges, and successes.

Given that new MEP Directors come in at various points in time, we suggest that all states have the opportunity to join the CWG on any given year.

No comments at this time.

I wasn't aware of the CWG until very recently, and didn't know who my representative was. It would have been helpful to have spoken with them as part of an orientation to the position.

As difficult it seems, the CWG leader needs to report back to the region they represent so everyone knows the outcome of the meetings.

I think communication between states and CWG in my region and needs to improve.

Setting priorities for CIG grant competitions which assist smaller states with program implementation

None at the moment. I appreciate the opportunity to communicate with the CWG and OME

I think the CWG is a very effective model and allows for efficient communication and planning.

More face to face meetings and virtual meetings. Better selection of representatives.

Provide support/resources to help CWG Representatives in gathering needs from strayers they represent

Hearing from the CWG directly during trainings is helpful, especially as a new director, in learning what is working well in other places.

unknown as I am still very new to my position

- increase coordination and targeted outreach efforts with new directors.

Our region is represented well, and our input is sought.

Keep this group going. I look forward to my interaction with the CWG and what information they have to offer.

The CWG members do not necessarily represent the voices of all component States given the absence of consistent and comprehensive sharing of information.

Allow more time to respond or provide feedback.

None

Continue engaging the CWG with OME and maybe have some time at a national meeting to have the CWG leads meet with their states in an effort to build a relationship and discuss their role so it is not so hard for the leads to gather the busy people together to discuss topics on a regular basis.

While the CWG meetings are a good idea, perhaps Skype or other technology would work just as well.

more frequent meetings and creating online group for go to questions

Schedule meetings with CWG during IMEC and/or NASDME Conference to be more time efficient.

It is great that OME reaches out to these representatives to make suggestions and give guidance. The ADM is much better because of this group!

It would be helpful to have written expectations of CWG leads. What should they be doing? How often should they communicate with team members? Conceptually, I think this is an important support mechanism and has great potential. I'm just not sure I've really seen it in action in the last 12 months.

Structured opportunities for CWG members to better facilitate discussion with their respective states. Providing facilitator materials so that those members know when/how to interact with the other states to make this coordination more effective (considering that the members all have a lot on their plates)

MEP4. What is the most useful method for OME to communicate pertinent information, such as new developments or policy, to you (e.g., webinars, in-person presentations, listserv, mass emails to G5 program contacts, conference calls, website posting)?

Listserv and webinars.

webinars listserv website posting

webinars, listserv

It is great to have these options-Webinars, in-person presentations, listserv, mass emails to G5 program contacts, conference calls, website posting, conferences, etc.

Webinars, Listserv, emails, and conference calls.

Email

Webinars provide visual information which is very helpful to follow the discussion and understand the topic. Emails are very helpful too since I don't frequently check the Results website unless I am looking for a resource or information.

Webinars; conference calls; in person

All modes of communication have their place, but I especially like webinars and OME staff participation in face-to-face meetings and ADM.

in person and listserve

In-person presentations and follow-up webinars

Website, conferences----in person

Mass emails, webinars and in-person presentations.

Create a consistent mode of delivery. Clarify purpose and result and resolve technical difficulty issues on webinars, etc. Possibly create regional convening that have robust professional development and coaching session for states. Shepard cohort of states more purposefully w/support from OME (regional convenings, etc). Webinars and in-person presentations are very helpful.

email

Listserv, webinars, in-person training, results website

I appreciate time to read about it, then talk about it. I seem to need it multiple times in different modes.

All of the above, including one-on-one consultation as necessary.

In-person presentation is ranked #1 and email is #2 since it's not required traveling and time constraints.

email

In-person

Webinars, conference calls, posting to Web sites

All of the methods work well. I enjoy webinars and in-person. Maybe the webinars can be held in smaller groups with states that have similar demographics or by regions.

webinars has been great. especially having them recorder to watch later as well.

in-person presentation and webinars.

Webinars and in person presentation. Emails are also good.

Listservs and webinars

listserve and webinars. Always love in-person but sometime that is not always ideal.

listserv, confdrence calls, webinars

1) Face to face meetings - ADM, NASDME, Title I conference. Having the team out available and sharing. 2) emails with attachments 3) follow up opportunities with webinar discussions

It's current method, of the listserv, is wonderful. Very well organized. It is literally the ONE office at USED that is effective in this manner.

Neglected and Delinquent State and Local Agency Programs
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

it's fine

Updating the reference material for the Title I, Part D, Subpart 1-2 program. Provide topical webinars such as transition, trauma, education in facilities. Assistance with data reporting to the U.S. Department of Education.

I honestly don't use the Department website very often.

What is the website? Maybe someone communicates the website is there as a resource?

Updated materials and resources.

Website is clear and concise.

Relevant guidance is not available from USDE to support LEAs and SEAs in their work.

The Department can make the site more user friendly. It is difficult to determine which is the latest version of laws or if any changes or amendments have been made to laws.

na

Upload recent monitoring reports and new monitoring materials. Update Non-regulatory Guidance.

Working with NDTAC has not been successful. Answers or responses to emails have been minimal. Some answers even incorrect. The previous USED contact for N & D never returned a call or email when posed with a question. Thus far with the reorganization of USED, the responses I have received regarding guidance from the new program officers has been excellent. They have provided quick and thorough responses, which has been much appreciated. Improvement to the NDTAC website could be made by providing current information. There are some dead links. Within the USED website, a more user friendly website may assist with obtaining the information necessary to obtain guidance without having to send an email to the USED contact for the program, thus providing more efficiency. Overall, I am satisfied with the USED website and my ability to navigate it.

It would be nice to receive an overview of the overall organization of it because that helps when searching for items.

?

I have been searching for the latest Title I Part D information for 30 minutes and no such luck. Lots of broken links on the web page. Maybe if there was Title ID under ESSA page it'd help ...?? Include some collaborative partner website links, ED Title ID monitoring template/state monitoring results (if they are somewhere I can't find them), State Plans for Title ID in one place, list of ED Title ID program contacts (never could find it), etc.

CFI Group

Payments for Federal Property (Section 7002)
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

Make it easier to view the pages as you are working on them. Make it easier to get from page to page. Automatic save page in draft form, then submit when complete.

I have never had any problems with the website and have always been able to submit my report.   The only time I had an issue was the second year I had to submit. Being relatively new I was following what I had done last year. Well for some reason there had been an extension to submit the report that prior year. I followed the extended date. Well anyway, it made my report late and docked us 10%. I corresponded with the agency and basically it was tough luck. No discussion. Despite the fact it was the one and only time. I believe there were numerous people who had submitted their report late that year.   Well anyway. Hard lesson learned, but I make sure I know when the due date is now.

the website is not user friendly. It should use less jargon so that people understand what topics apply to them and where to go (where to click) on the website.

It works fine for me at this time!

I would like to be able to print out all the information with one click…not have to open each area.

I'm not sure if the problems we had were due to the site or our poor internet connectivity. We were unable to access the internet at times due to weather and the damage caused by the Carr Fire to the internet infrastructure that passes through Whiskeytown National Recreation Area.

You guys do a super job of supporting is in the field with Impact Aid issues. We appreciate all you do in administering these funds.

I know it's probably asking a lot from a security standpoint but having to consistently re-establish passwords for those of us who use the site only a few times a year and then requiring us to establish a password unique to the 24 previously used passwords can be difficult to track. Especially if you don't write them down which I don't and know you shouldn't.

I've been able to find what I needed as applicable to Impact Aid

I listing of all the federal properties on the website.

Simplify grant search engine.

I do not have any suggestions. It is easy to use.

Keep it simple as possible.

In short, it looks like a website from a decade ago. Sometimes hard to find information. It just needs to act and look like a modern website.

Clearer navigation routes

Q36. Other (please specify): Which of the following best describes your job role?

Chief Financial Officer

Accountant

Accountant

Assistant to the Bus. Admin.

Director

Assistant Superintendent

Accounting Manager

Staff Accountant

Treasurer/CFO

CFI Group

CUSTOM QUESTIONS

PFP6a. Please explain.

Webinars were well presented and there was time allotted for Q&A

the website is hard to follow but sitting through a webinar helped me find some answers

Previously the amount of information required changed almost yearly. The set parameters for information makes working with the local assessor to garner the information much easier.

All presentations and webinars have been informative. I especially like the semi-annual conferences of which I have attended 8 over my 18 years.

The info was very clear and thankfully, little has changed in the past few years

I walks you through the site and how to fill out the forms.

It was very helpful.

Very detailed and clear.

The webinar I attended provided detailed information about the application process.

we were able to ask questions and get clarity seeing them in person.

We have been doing this for over a decade, so we know what to do. At first doing adjustments to the federal property had it's challenges. The Impact Aid staff in the past was not always as knowledgeable as I would have hoped. I worked with [redacted] directly in the past, as well as [redacted] to get the answers I needed.

PFP8. What additional communications would you like to receive regarding the status of your application, prior to receiving a payment?

I feel the department is communicating well

I am pleased with the communication.

There are three federal properties in my school district but only one name for all three. I am always a bit anxious when I submit the application that I'm not submitting for all three properties. However, the total acreage I submit is for all three properties. I'm also no sure how to increase the number of acres for which we are claiming Impact Aid. Recently, the federal government purchased more land in my district and I'm unsure how to go about claiming aid.

None at this time.

I would like to receive notification that the application was complete and approved in addition to the confirmation of receipt upon submission.

fine as is

Thank you for your assistance.

Would like to have training sessions offered for new people and established emailed to us

Like all of us I know they are busy, if turnaround time was a little shorter that would be great.

In the past the payments were received late (spring, six months after the Federal Budget was approved) and you were never sure what you would get. Since the new language went into effect 6-7 years ago our payments are consistent in value and we actually received our payment one month after the budget was passed. That is huge progress from the past.

Email will be sufficient.

Payments for Federally Connected Children (Section 7003)
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

Nothing at this time

Having the information refreshed on timely matter. Having a box were you are able to look up information and it is responsive and accurate.

It's a good website.

I have a hard time determining a projection of what the award will be for budgeting. The online payment calculator in the resources section is extremely outdated (I think 2000-2004 are the years in the drop down if I remember correctly). There is a page with the weighted student unit but there is no information on the local contribution rate. I have no way to even estimate what the award could possibly be. There are many outdated resources on the resources page.

If one is not familiar with Impact Aid, the process is murky, and the site only offers cursory information. In-depth information about the application (even if it required the log-in that the actual application does) would be helpful. We also went through our first field review this spring, and there was absolutely no information on that on the web site; the only information we had was a memo that came through e-mail, so there were times we had to rely on a paid consultant who has been through multiple Impact Aid reviews, applications, etc. to address questions that could have easily been answered on the website, if it had that information.

Organization of the site.

Its fine, I just would rather talk to someone in person when I have issues. When I do, they are always very helpful. Thank you, [redacted] Superintendent Browning Public Schools

It shows no representation of the population we serve. It would be great to have quick links to other states to allow for ease of information access (we currently go to FLDOE to navigate). The webinars are perfect. A Q&A could benefit.

Easier to locate the grant pages and downloadable forms.

I have nothing to add here

I have not experienced any issues since I have been working with Impact Aid. I have been in my position for two (2) years, and thus far, everything has been smoothly.

Up to date information Logical searching for program content

The State of Illinois has changed the funding formula to Evidence Based Funding. The School District's funding is based upon enrollment rather than attendance. The District continues to track attendance for the regular and summer school, but it is not required or submitted to the State of Illinois. The attendance averages for the school year and summer school year are still required for the Impact Aid application. The District will continue to compile the information for future applications. If the application will not need this information, please let us know in the summer months that the information will no longer be needed.

you have to share so much information it hard for a specific question to be easy to find not matter what you do. I feel the website is as easy as it can be.

More detailed information about Impact aid program and the school District's it impacts such as the annual report that details how much each state received and how much each school in a state received. Next would be access to a Portal.

By making the look up more responsive. Having the menu lists more comprehensive

n/a

N/A

The information on the website is difficult to find. There are too many links to other areas within the Department of Ed that are on each page. It makes it seem as if the links are going to help answer questions regarding Impacted Schools but instead lead away from that area into totally unrelated areas.

It would be helpful to have a simple users guide that walks through the application along with the related documents that need uploaded. An 'Idiots Guide to Completing the Impact Aid Application' would be helpful.

not sure

x

More direct links

Q36. Other (please specify): Which of the following best describes your job role?

Assistant Superintendent

Admin Asst

Assistant Superintendent

Director of Student Services

Chief Financial Officer

Assistant Superintendent, School Choice

Assistant Superintendent

Admin Asst.

Business Secretary

Student Attendance Data

Principal

CUSTOM QUESTIONS

FCC10. Please explain.

I was very impressed that I received a phone call from the D.C. office at 5pm my time, knowing they were two hours ahead of my time zone regarding information for the Impact Aid audit. The person who called was so pleasant and I appreciated her desire to finish her task so we could get back on track for payments.

The consultant was confusing and did not provide accurate information. Responses and feedback was not timely resulting in difficulty correcting problems.

We were able to communicate by phone to clarify and understand how to prepare for the conference call.

Yes, the letter explained what was needed for the field review.

We had to send documentation of the students and the process that was used to collect the data. Everything was included in the letter of what was needed, and we were able to layout the exhibits accordingly.

They let us know of what they needed So we prepared it and everything went smooth

a format of what was requested was provided.

Yes - plenty of information

FCC12. Please explain.

The field review is next month.

Had to repeatedly contact person to get the outcome and guidance then the information was conflicting among what was said on site, via phone, and in the report.

I am unaware of any reviews as I am new to this position. I have only been in this position for 2 years now.

No communication has been made with our district.

Our district did not have a review.

Did not have review in the last year.

no idea

Was not contacted at this time

FCC15. Please provide any additional specific suggestions for how the Impact Aid Program can improve customer service.

I prefer an email so I can better understand what's required from me.

List of specific questions and answers regarding the Program.

I have always found the Impact Aid Program staff to be efficient and pleasant.

I have to emphasize that, while the Impact Aid staff does a fantastic job of addressing any question we have, I'd love to be able to find some of those basic informational questions on the website. There also was some real confusion on Table 5 in the instruction materials for the application and how/when students with disabilities are counted. Clarification on that would have helped us throughout the process and we would have been better able to streamline our organizational process for the application. It was also confusing for a couple of sites where people are employed by the federal government and it appeared to be a federal building (e.g. Social Security Administration), but the property itself was not federal property. Some help in this arena for future applications would be greatly appreciated. Thank you!

Timelines for communication with audit. Ensure all individuals are trained and provide the same information to districts.

Impact Aid staff is awesome, the G5 system has some issues with regards to submitting through them.

We are pleased with the service level.

More ability to reach someone in customer service when needed.

I did not experience any issues. Based on what was requested, I was able to get all supporting documents and send them back.

being able to look at last years application without having to go back and fourth to review and compare. have a documents side by side when completing form. Everything I have had to do with the support has been great.

Certify button is deceptive

WE are just on different time zones.

n/a

The person conducting my review was very helpful in directing me to the proper source for our missing information.

N/A

Provide more training opportunities for the application process, more timely response of status and overview of application.

I have noted inconsistencies in application instructions concerning dates. Also, there should be more detail available either in the instructions, website, or in FAQs that could help districts determine exactly what students to count. I have my own 'application preparation notes' that I need to refer to each year to complete the next application.

I have none. In my experience, the staff does a great job in assisting customers.

Employees are always helpful!

Promise Neighborhoods
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

I don't frequently use the website. Perhaps ED might consider sending emails when new content is added.

User interface could use a refresh. Also, perhaps reorganizing pages in a way that's designed from the grantee's perspective. For example, we were at some point looking for guidance on a particular issue and had to do some searching around, which wasn't too difficult to find, but in the process noticed that it seemed to be more designed from the perspective of DOE. In other words, the most visible content was that which seemed more relevant in the sphere of Department of Education.

Create an easier way to access the online drawdowns rather than the current process used of needing to create a new code so frequently

refresh content more often

Q36. Other (please specify): Which of the following best describes your job role?

PI

REAP-Rural and Low Income School (RLIS) Program
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

Responding quickly and providing information that allows SEA's the time they need to implement at the state level. Districts submit their applications for SRSA grants by the end of April. It is the second week of June and SEA's do not have a final list for LEAs eligible for RLIS grants so that SEA's can get allocations out to districts for the July 1 date.

The non-regulatory guidance could be re-written. However, they did place the power point about what SEAs and LEAs need to know, so it is sufficient.

Solicit the help in navigation from someone fresh and new to education or the specific program.

The website has been useful. I would like to see the website include the most recent updates to Guidance (dated) and a means for accessing outdated Guidance and previous webinars and archived resources for SEA's.

There have been times when there has been information that I was looking for and could not find it on the website. There are outdated Guidance documents.

By providing more timely updating of eligibility spreadsheets.

When I started as the Title V Coordinator, the website was a bit confusing. Possibly making it user-friendly would help out a lot. Eventually, I did grasp how to navigate, but improvements could be made.

More FAQs posted so that we don't have to ask a question that has already been addressed multiple times.

I get many, many emails about things being added, edited to the site that do not apply to me. I still do not know when or what information you need from me at the state level. Put key dates and information needed on the website. If it has been there, make it noticeable, since I missed it! I can't be the only one. I try to stay on top of this grant, but it is not easy. Help your state folks, please! We are often in charge of much more than this grant. Do things and do them again to communicate early with us. Thank you.

There is very little information at the site. I use the MAX.gov resources for this program much more than the ED.gov site.

It would be great to have emails answered.

There is some portion of the REAP content that is very outdated. Much of the time, current resources are not available. The REAP team does include some of its current resources on our Max.gov web pages but things are hard to find on Ed.gov. USDE should try and keep the website more current.

current real time technical assistance, updated Q&A easy to access

To be more specific in defining search criteria

If there was a way to have it updated more frequently and have an 'table of contents' of some sort to make finding things easier would be helpful.

Generally, it is easy to use. I might suggest that each page be a bit more streamlined. This survey, for example, has a really 'clean' look. That is pleasant. Sometimes there is just a lot of information on the page on the website as it is.

I feel that better menu options and links to division pages would be helpful.

It should be more user friendly with access to historical information and allocations.

CUSTOM QUESTIONS

RLIS1. How could we make the REAP webinars more beneficial to you?

The webinars are helpful. It would be helpful to have the Powerpoint in advance so that notes can be taken.

I am completely satisfied with the webinars and other customer service I receive from the REAP team. The only thing I think that could improve them is having more examples of allowable activities. In the past year or two, it seems they have been working hard to improve, and I think they are succeeding.

They are already very beneficial

Provide more comprehensive and frequent guidance as it relates to RLIS.

Include walk through of application process for districts - never get to see this, though districts ask about it. Include examples of use of funds by applicants and what's allowable and not allowable. Include common problems to avoid when applying and drawing funds and how to avoid them.

More examples about uses of funds

I am satisfied with the webinars.

They are excellent! Keep up the good work.

The only area that I think needs improvement is the promptness with which ED staff reply to staff at the state level. The REAP team may not be adequately staffed, so it may not be their fault that it sometimes (not always) takes a long time to respond to emails and phone calls.

I get many, many emails about things being added, edited to the site that do not apply to me. I still do not know when or what information you need from me at the state level. Put key dates and information needed on the website. If it has been there, make it noticeable, since I missed it! I can't be the only one. I try to stay on top of this grant, but it is not easy. Help your state folks, please! We are often in charge of much more than this grant. Do things and do them again to communicate early with us. Thank you.

better organization

They are fine.

Post immediately after webinar for easy access.

The webinars are great especially the 'What the SEA Needs to Know' presentation that is annually given. They are very well presented and informative.

examples and/or Q&A requests from other SEAs section of webinar

Talking more about the financial prospect would be more helpful to me

If some sort of agenda was sent out ahead of time so folks would know what to expect to see if it was something they needed to be sure to attend or review would be very helpful

It is always helpful when their is information about fiscal compliance in the webinars.

Expand on uses of funds.

Provide more guidance around the state definition of rural. What is looked for? What are some criteria?

More information about HOW allocations are created would be helpful; the whole system of using MAX.gov to get allocations is unlike any other grant and is cumbersome and unnecessary. Additional support on how to create allocations and determine eligibility would be helpful.

RLIS5. What could the REAP team do to improve the content of technical assistance?

I have had a new consultant this year. There is very little communication from my consultant unless I call with a question. Occasional updates would be helpful.

I think they are doing a great job. the phone call meetings and the newsletter are great. My program officer is knowledgeable and always takes the time to talk with me if I have a question. The Rural Outreach office ([redacted]) has been a great addition. I love the newsletter that was recently initiated.

They do a good job

Provide face-to-face technical assistance sessions at least annually.

Provide examples of how the grants are actually being used by applicants.

Nothing. They meet our needs.

I get many, many emails about things being added, edited to the site that do not apply to me. I still do not know when or what information you need from me at the state level. Put key dates and information needed on the website. If it has been there, make it noticeable, since I missed it! I can't be the only one. I try to stay on top of this grant, but it is not easy. Help your state folks, please! We are often in charge of much more than this grant. Do things and do them again to communicate early with us. Thank you.

Current content is very straight forward.

The REAP team has always provided timely answers to my email and phone requests. I appreciate the team members' responsiveness. This helps me to do my job here at the state level. Thank you.

Again it's keeping the REAP section of the Ed.gov up to date. Things like the presentations from the REAP webinars should be accessible there as opposed to just on the Max.gov site.

please continue to respond in a timely manner (very much appreciated)

Some questions posed on the MAX.gov site go unanswered which is unfortunate as those folks would like a reply of some sort. When others are being replied to it makes people wonder about the choice of who to respond to.

Sometimes, the calls do not seem to relate to my state or problems. It is more helpful to have information that I can relate to my subgrantees rather than hearing about community programs in a state that is very far away and dissimilar.

The application process in grants.gov was much clearer to the LEAs this year. However, this area can still be improved.

I haven't asked many questions, but the responsiveness to the questions have been slow.

Improve the use of MAX.gov and streamline the allocation and eligibility processes.

RLIS6. Other (please specify):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.

I get many, many emails about things being added, edited to the site that do not apply to me. I still do not know when or what information you need from me at the state level. Put key dates and information needed on the website. If it has been there, make

RLIS7. How can we improve the content and navigation of our online resource, http://www2.ed.gov/programs/reaprlisp/index.html, in order to make your experience more useful?

N/A

Make sure it is current.

When updates are available, provide them more quickly.

The site works great for us.

I get many, many emails about things being added, edited to the site that do not apply to me. I still do not know when or what information you need from me at the state level. Put key dates and information needed on the website. If it has been there, make it noticeable, since I missed it! I can't be the only one. I try to stay on top of this grant, but it is not easy. Help your state folks, please! We are often in charge of much more than this grant. Do things and do them again to communicate early with us. Thank you.

No response

Keep it up to date!

Please update the REAP grant performance measures guidance/expectations

No modifications needed.

RLIS8. What recommendations would you like to make to the REAP program staff to assist you in administering your grant effectively?

Timing of the grants would be helpful. I know they have been working on it, but we still are getting our final lists late for funding applications for the following year.

I think the REAP program staff is doing a good job. My program officer, [redacted], is great to work with.

Technical assistance on how and what to provide technical assistance to LEAs on.

Nothing more than what's already mentioned. The program staff are very helpful.

Nothing. Their responses are timely and information is relayed in a very easy to understand format.

I get many, many emails about things being added, edited to the site that do not apply to me. I still do not know when or what information you need from me at the state level. Put key dates and information needed on the website. If it has been there, make it noticeable, since I missed it! I can't be the only one. I try to stay on top of this grant, but it is not easy. Help your state folks, please! We are often in charge of much more than this grant. Do things and do them again to communicate early with us. Thank you.

No response

None at this time.

continue to respond in timely manner please

Faster response to our inquiries

Provide drawdown balances to the SEAs automatically starting after the school year or June 1st.

Hold more, quarterly, capacity building webinars regarding the REAP program.

Revisit how you help SEAs navigate MAX.gov and the eligibility process (State definition, best practices for formulas, etc.)

REAP-Small, Rural School Achievement (SRSA) Program
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

No improvements needed

mapping system to locate information

It is not easy to navigate. Too many steps to get where you want to go. The grant website is even more cumbersome.

The website currently meets our needs.

I like consistency in the websites, where there are similarity in sites that makes navigation easier.

The workspace put into the actual grant app is confusing. Could be much easier.

how to actually access the grant, it is dicussed and shown but the whole manage thing gets me every year.

The people that I worked with did a very good job. My concern was that I attempted to complete the REAP application on a number of occasions but could not. I though these were errors on my part and didn't contact anyone by email. When I realized that the DUNS I was working under had expired I didn't have time to make corrections. I was unaware that my DUNS had expired in that I had several emails stating that it was to expire on Aug. 19th which was over three months from the May REAP deadline. An expired DUNS is what prevented me from moving forward in the system.

You are going fine.

It's very confusing overall, and there's no re-submit button when you need to make a change.

Less repetitiveness.

Trying to get from one thing to another is not very smooth at times. Instructions are not always completely clear but I was able to figure it out.

The initial application process is a difficult first step. The rest of the application is easy to use.

Fewer steps to get to the application once logged in.

When instructing on a webinar show how to get into an actual grant. Every year this takes me 30 minutes to get to the correct area after watching the webinar and asking questions.

I would like a way to login and have my grant show up under my account or my grants section. I have trouble finding the grant if I don't have a direct link.

I absolutely love the SRSA application because it is so straight forward. I have never had to call for assistance because it is so easy to follow... especially the document that tells you exactly what to put in each of the boxes. Why can't every grant application be like that? My request would be to have a space on Grants.gov where a school could enter its BEDS code and the applications that apply to them would automatically appear. It would eliminate the searching for grants, opportunity numbers, etc.

Once the webinar gave the location of the website and I was able to find it, the website was very easy to use

I found the website clear and easy to use.

I found it easier when others shared the issues they had with the program. Also finding our NUMBER in all schools in 50 states took forever on the EXCEL form.... I think you could make it easier than that.

Probably not necessarily the Dept of Ed site, but trying to access the SRSA funds have to deal with the Grants.gov and the g5.gov and login.gov.... how many sites does it take to make things happen?

n/a

Nothing that I know of.

It is not easy to start the application process and go out of the website and then come back and find where you can get to the application form again to continue. Another Business Manager and myself spent quite a bit of time figuring that out. Was easier once we knew how to do it!

Difficult to find applications

Finding a phone contact number wasn't the easiest.

Make it more user friendly and intuitive.

add status   What happens after submission?

There are at times too many clicks to navigate to needed sites.

Changing passwords too often causes trouble, and there are many websites connected to the whole process. For example we have to have A Grants.gov account, a G5.gov account, and a Sam.gov account which seems like way too many for the same program.

Q36. Other (please specify): Which of the following best describes your job role?

Principal
Board Clerk
Principal/Curriculum
Administrative Assistant
Board Clerk

CUSTOM QUESTIONS

SRSA3. How could we make REAP webinars more beneficial to you?

No change, are given many opportunities with days. Due to availability.

Have the materials prior to the webinar so that they can be printed and notes taken on the materials during the webinar.

Sufficient

no issues

Whole process used to be simple, now its a bunch of paperwork. Then extended deadlines for those who do not complete process. Why have a deadline?

Have them available on line and break by content, access g5, access your area of grant and grant aplication

My situation fell outside the normal bounds. The prior year I had filed our paperwork out correctly months in advance but it was deleted because the vast majority of schools failed to file the paperwork by the deadline. We resubmitted and met deadlines. I believe that the circumstances under which we failed to meet the deadlines was the result of blocked access due to an invalid DUNS number which had expired but I was under the assumption that it was not to expire until several months from now based on several emails that I had received.

Let us have power points ahead of time so we can make notes.

Use an actual application and enter the data and add to a you tube channel so you can repeat and watch as needed. Again hardest part is accessing the grant, even watching the first webinar and the questions people were struggling with access and how to create.

I did like the webinar. It was very informative and I was glad to receive a copy afterwards that I could reference.

I was unable to watch the webinar this year. I registered for it but when I tried to log in, it would never connect. I wondered if it was because I work on a mac at home instead of a pc. I don't know if that was the issue, but I was irritated that I couldn't watch it. So I guess my response would be....make sure you have a fool proof way to view the webinar.   Please make sure they're recorded and available to watch at a later date for people like me that missed the one she registered for.

The webinars go through the process step by step, just keep up the good work

More explanation of what is needed to navigate associated online government systems would be helpful.

n/a

One I watched was touted as 'how to' but seemed to include a lot of 'this is going to be updated' and 'this might change' so wasn't real clear

n/a

It's always helpful to have a choice of morning. Maybe 9 or 10 am EST.

They have been very helpful - to the point where I didn't need the webinar this year in order to complete my grant application....It has become much easier in the past five years. Thank you

Make sure that we can view them at other times if we cannot make it to the scheduled webinar.

Webinars are very helpful

they are great.

I would like a list/print out of what EXACTLY REAP funds can be used for. There is no good literature on the subject

I thought I had completed submission, but kept receiving emails to submit. I submitted two more times, then I called in and found out what was wrong. I submitted again. I was worried if I had submitted correctly. It would be nice to just be told there are errors please resubmit and then informed I have submitted correctly with a description of when and how I will know if I will receive the grant. Thanks

They are good.............

Webinars are good

I don't know.

SRSA4. Other (please specify):How frequently should we hold REAP webinars?

When applications are open for submission to assist in the process

by grant availability

The attached directions sent were the most helpful.

a few when the app season approaches...

Replication and Expansion of High-Quality Charter Schools
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

On the OII page, there seems to be a dead link for office contacts.

What is provided is either dense or vague language that is open to interpretation. It's not enough to provide the written regulation -- if it's not translated into what that means for your grant then it's not that helpful.

N/A

Faster content posted.

Make it more user friendly to navigate, more intuitive, and able to click on less things to get to where I need.

It works well.

I haven't accessed ed.gov in years

Encourage State REAP coordinators to share innovative use of funds by LEAs.

Q36. Other (please specify): Which of the following best describes your job role?

Grants Manager

School Climate Transformation Grants (LEA)
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

Make it easier to navigate/search for the information.

Please make upgrades to the G5 system to make it more user friendly.

More info about grants.

No comment.

Websites are always a bit tricky and there is always some room for making them easier to navigate.

Have not visited it yet.

Website has been very helpful.

include links to other resources

I feel the website is very easy to use at this time.

respond to my emails and telephone calls.

It is extremely difficult to just gain access let alone navigate once there.

I actually cannot find what I need most of the time. I wish there was more on there.

Please make a better attempt to keeep grantees informed of changes in the department so that we can plan for future programming more accurately.

Have live feeds, notifications when things have been updated and clear headings. It doesn't look live or interactive.

The G% systems needs to be modernized. User interface could be more intuitive.

Provide updated information regularly, add better graphics and links to content. This information needs to be more time-sensitive. Much of the information is from 2017.

I wish it was easier to log in--much too restrictive

Q36. Other (please specify): Which of the following best describes your job role?

District Director over Grant

Assistant Superintendent

Student Support and Academic Enrichment
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

Material is very old. Surely there are newer references available to be posted.

The AIR website created for Title IV-A is easier to use than the USED website. It would be helpful to have a crosswalk document with examples of using multiple Titles and funding sources to build a research-based program.

Include information regarding Title IVA and Equitable services regulations. Reporting requirement, and monitoring guidance.

It would be beneficial to have easier access to updated responses to questions through an easy-to-locate FAQ section or similar.

There are not many resources related this program to locate on the website.

Updating with any new and relevant documents.

I do not use these resources.

It's not clear of the audience. Is it for state grantees or the general public? Maybe put stuff that state grantees need in one place and group by grant types.

Create multiple ways to access/obtain resources. One way by topics (allowances, tools, resources, etc); another by state collaboratives so we can see each others applications and ways of monitoring.

By making the program searchable by Title IV-A as well as student support and academic enrichment grants. By linking to national technical assistance websites.

The website needs to be updated with more relevant information and be more user-friendly. Information on the SSAE program and updated FAQs would be extremely helpful.

Supporting Effective Educator Development Program
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

I don't have any recommendations at this time.

I think with the recent re-org there some things were not where I first looked.

I don't really use the website.

Make it user-friendly, easier to search. Allow users to add content that could be vetted - such as a wiki.

I think the website is well-designed and provides critical information.

Data is outdated and the look of the website is old

Update content. Streamline navigation.

Have some drop down tabs

Q36. Other (please specify): Which of the following best describes your job role?

Scientist

PI

Supporting Effective Instruction State Grants
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

Make it easier to access the ESEA legislation as authorized by ESSA as opposed to the version that was generated by congress.

Providing relevant up-to-date information for search topics

It is not user friendly, all the content is documents, it is not intuitive, and it is ugly.

The search function is almost worthless. When you input a topic, information is returned that is out of date and not relevant. I only use the ED website to go to the ESSA page. I don't take the time to dig around and find this office's web page. Not easy to find.

Improve navigation.

It's time to provide examples of how LEAs can blend funds.

intuitive way to find material - labels don't make sense always

It is recommended that NCLB information be archived. Much of the information for Title II is out dated.

Truly I couldn't find the website! Tried. Why not just list the names of the websites in one area, and have them linked to the correct pages?

Remove outdated NCLB content.

Provide up to date information

Q36. Other (please specify): Which of the following best describes your job role?

II A grant Administrator

Child Care Access Means Parents in School
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

Have an FAQs section that answers questions about basic CCAMPIS grant management/rules and points grantees to appropriate sections in the Uniform Guidance/EDGAR that support the answer.

Key words search engine

I was not aware a website existed with resources for programs with CCAMPIS. An orientation for programs new to CCAMPIS would be helpful.

It works well for me as is.

The website is user friendly. No recommendations at this time.

more current information; content organized into sections under headings; more user-friendly language and directions; less acronyms.

I have found the Dept's website to be very good in the past, I have had OFSDS Grants in the past. This is my first CCAMPIS grant, and I find that the website has nothing up to date. I would love to have a dedicated page for grantees, with model programs etc. As a new grantee, I have been fortunate to rely on current grantees as well as the Dept of Ed staff for guidance. Thanks

Different links take you to outdated information and then the user is forced to navigate back to the home page and try to find updated information. It can be frustrating.

New Grant Recipient- sorry. Very unfamiliar with the website- so perhaps an overview for new grantees.

N/A

I can not think of anything specific.

The website is a little cumbersome to deal with, but I think the realities of security are important. Since I do most of my reports by sending directly to my program person, I rarely use the website.

The Dept. of Education grant information should be up to date. When I was seeking CCAMPIS grant information there was only old information regarding the CCAMPIS.

Greater information about the specifics of applying for the grant. More frequent updates.

As a new program we were not provided any information or guidance for start-up. We have tried to access information on the web without success. We have also been unsuccessful in trying to find similar programs.

It is confusing if you don't know exactly what you are looking for and the exact name

I have not as yet needed to use the website

it would be helpful to have most asked questions

At this point, I have not used the website, other than to search for contact information.

Somehow show upcoming grant opportunities and anticipated release dates.

No need.

Offer an up to date news area around the time when reports are due or when new grant cycles are up for renewal, budget cut, or other major happenings. Otherwise, we rely on rumors (so skepticism sets in about knowing what is coming).

I am not sure where to find information. For example, I have been given no directions on how to write an interim report--is there a template? Where is the template housed, etc.

I cannot think of anything right now

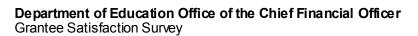Update data, more comprehensive data

Improve user interface and design. Help grantees connect to other grantees and share project information.

I don't really use the website at all

No suggestions at this time.

Placing colors to everything that corresponds to the same program. To not only find by theme but also by color.

I do not have any suggestions at this time as I have only used it a few times.

It is not user friendly. It is very intimidating as well, usually, I leave the cite as I do not want to click on something that is irreversible or problematic for the Grant. The opportunities I have visited the cite, navigation requires too may clicks and some pages are too wordy. While I have not completed the annual report, when prompted, I did go in to the cite and was not able to get very far. I was not prompted to not complete the report as I had not been a part of CCAMPIS for a year yet. I could not understand why I was told to complete the annual report. I attempted to find out if I was invited to the US Dept Ed Conference, again there was no information for me to see if I was cleared for travel. It has been a bumpy transition to visit the website without feeling uncomfortable.

I find that links do not consistently work.

Have had little interaction with the website.

Better search function

I find it difficult to access current information about the CCAMPIS grant online, outside of the full language of the grant application or explanation of the grant. And sometimes a search takes me all of the Department of Education website.

Keep it current and more expediently.

The website appeasers to be easy to navigate we just have not the need to navigate the website.

More detailed information about programmatic expectations

Continue to improve navigation for information.

I have no specific suggestions.

The department could improve the website by creating TABS clearly labeled with area Grant Directors will need to navigate.

NA

make navigation easier

Better instructions and guidance on what needs to be submitted for programs at different levels. Examples of items to compare and review to help in processes as well.

Less clutter on the main page.

Improved tools to navigate important resources. Redesign of site so resources are easily found.

Separate information out, feels overwhelming to read - so many topics and information going on

Not applicable

It is difficult to access the site and hard to navigate.

clearer; easier access from the start

I don't need to access the site very often but each time I find that I have to hunt to find what I'm looking for. Not sure what the freshness of content would include?

make the site more user-friendly and organized

I have access to a G5 user database as a grant awardee. I have no idea what I am supposed to do with this access, or why i have it, but i do know it expires from time to time. explain the purpose of this website and how i am supposed to use it. i imagine there is either a requirement or a benefit that i am unaware of.

Make the website simpler. Too many steps to access material . Most current information is not always reflective on site.

No concerns for improvement at this time.

No comments. Glad that I was able to access CCAMPIS via one click through the search engine.

More up to date information. Specific information on how to use funds and receive support.

By frequently updating the website so that it shares: status of CCAMPIS grant current funding; new grant awards, APR/interim reports going out, webinars. In the past I have received information about CCAMPIS from others sources before learning from the DOE. Other sources include: IWPR or the National Coalition for Campus Children's Centers list serve.

I think more advanced notice and information about application and reporting deadlines. Thank you.

Making it easy to find the information and the documents.

Updated data from previous performance measures. Updated forms. Coordinated release of info with RFPs on grants.gov

More updates on upcoming grant opportunities/awards. If none are available then possibly a note indicating the site is being updated as much as possible.

Providing information relating to the CCAMPIS Program; as a new grantee the information was limited or non-existent; A specific CCAMPIS site would be helpful. Thank you

For first time CCAMPIS recipients, this is overwhelming! I highly recommend for an informational orientation @ Washington, DC. Ex. access to GAN, vouchering system, criteria for proper expenditures, and APR.

Considering the number of times I have used it, which is few. I have not suggestions.

Break up the text-it is text heavy and a bit difficult to sort through.

As a whole I think that it is easy to uses this website. I don't see any issues concerning the website.

Q36. Other (please specify): Which of the following best describes your job role?

Child Care Director

Principal Investigator

Faculty-Grant Director

Program Director

Executive director

College Project Manager

Center Director

Center Director

Administrator

Center director/PI

Center Director/Project Director

Acting Center Director

Director, Children\'s Center

Co PI

program manager

Program Director

Asst. Dean/Department Chair

PI

Project

CUSTOM QUESTIONS

CCAMPIS2. How can we improve the Child Care Access Means Parents in Schools (CCAMPIS) website (including links) to help you identify program resources and meet your technical assistance needs?

Two very important things: 1) We need training for new CCAMPIS directors similar to what there is for TRIO programs (UB and SSS). 2) There should be a listserve so that CCAMPIS directors from different CCAMPIS programs can easily communicate with each other to get ideas for their programs and budgets.

key words search engine

I was not aware there is a specific website for CCAMPIS resources. An orientation and FAQ page would be great for new programs. An on-line group for programs in CCAMPIs to share projects, resources, challenges would be helpful too.

It works well for me as is.

I recommend the website offering contacts to other CCAMPIS grantees who are willing to give technical assistance on various CCAMPIS program components, such as parent support group. I think the website should offer best practices on various CCAMPIS program components, such as parent support group, etc.

Highlight CCAMPIS programs activities that are unique or effective; post a calendar of due dates; provide information on the data to be collected for reporting at the beginning of the grant instead of receiving it in the annual report form at the end of the year; post ideas for 'allowed' expenses that might provide innovative services to support student-parents.

See my previous response

A list of frequently asked questions would be helpful.

Continue to grow and fund the program. Building a stronger network of quality early learning programs on site on college campuses helps strengthen our voice for quality early learning in our state. Not to mention how critical it is for student success.

N/A

I can not think of anything specific.

Not sure.

Assure it is up to date

Greater detail in information regarding application process and requirements.

As a new program, the program specialist should have provided initial information about available groups (N4C) and online resources plus scheduled monthly calls.

no current suggestions

I have no suggestions for this question

common questions. info required in annual report. who to call when have questions. info on when should expect return call or email...is it a week, a month, never?   Website needs to define what each of the drop downs takes you too. Takes several attempts to find what I am seeking.

I have not had any issues thus far.

I'm not sure how the website could be improved.

No suggestions at this time.

The best support that I could get are expectations for writing reports, e.g., is there a template or specific format? I've had two contacts share different expectations.

I cannot think of anything

Make it more clear that there are resources available.

Links to accreditors for different age groups Links to other projects Links to information about upcoming grant competitions

technical assistance is fantastic!!

NO suggestions at this time.

I would like to know when reports are due - and the preferred format - well in advance of the due date.

Place photos on top of the titles and colors by theme Put the information in several languages to help diversity

I do not have any suggestions at this time.

Not user friendly, very intimidating and questions posed are not clear.

Update information; check all links to ensure they are working;

We need to explore the website further to give a detailed answer.

Better instructions related to reporting requirements

It's not the website, but the emails. I always worry about missing a CCAMPIS one in the hundreds I get daily. I did not get one for the interim report. And, I kept getting ones to fill out this survey, but didn't get the survey until now. That was confusing.

The website for me was user friendly.

N/A

Satisfied with all services.

No suggestions at this time.

Maybe a training for new Directors on what the program requirements and needs are , as well as deadliness and reports due items.

timely replies to email and phone calls. It would be nice if we could have a mentor program person to speak with at the college level. I fond my own at N4C but it would have been very helpful to much earlier in the learning process.

Direct links to individuals assigned specifically to our program (Identifying what the individual role is in the process and protocol to discuss and ask questions)

Not sure yet, maybe after another 6 months I will have more input

N/A

include links to reports, etc

Respond to emails when questions are asked.

I would like clearer instructions for when I hit walls or obstacles, whether i can pivot or change course to use funds to support the same mission. i would love examples of what other schools have done. vouchers. how does that work? i also think there's a huge burden of this on me as a new person, to just reach out to my contact more.

Perhaps give a tutorial relating to accessing resources on the website.

The program officer changes frequently. It would benefit our program if it was consistent.

No suggestions for improvement at this time.

Perhaps adding a CCAMPIS link to the landing/home page would provide quicker and easy access to information.

Provide detailed information in a timely manner. Be more approachable. Don"t assume we know all the answers especially when new recipients of this grant.

More frequent updates as stated previously

We are thrilled with this grant and grateful for the services we are able to provide to our students. Thank you.

More direct contact with grantees by doing site visits and annual conferences

Resources to provide technical assistance in managing the grant funds. Part of the grant criteria requires technical assistance and training to project directors. This requirement could be confusing. If a program has never received grant funding how would they know what type of training to seek. Most institutions do not have specific training for grant administration and reports

Simplified list of program resources and technical assistance needs.

haven't even looked at it - not sure I knew about it

No opinion.

Really just aesthetics. Headings that lead directly to the specific content.

No comments

Developing Hispanic Serving Institutions
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

I find it simple to use already.

Make the website more user friendly.

Links to documents usually don't work. There should an easy access link to the rules and regulations for each program. The RFA and application instructions should be easily accessible from the Program website.

Provide more up-to-date information.

There is nothing to improve. It is good as it was.

Continue current practices

Easier to find specific content

The website is quite user-friendly.

I get confused between the G5 site and the Ed.Gov site when it comes to program reporting versus financials

Greater concision in representing budget requirements and regulations.

More information, more examples, more current.

I do not use the website very often, so I haven't explored it very thoroughly. From my limited experience, it seems well-designed.

I have not had any glitches on the website.

Better navigation and more detail on the links to improve accuracy of search.

More information and resources. Information about successful programs and helpful data. Also, more information about what the reporting format is for IPR and APR's that is accurate and more readily available in advance.

I would like to see if it's possible to have more detailed examples of allowable costs. I believe I wouldn't have to reach out to DOE for verification if I could find the information myself.

Updates

It would be a nice addition to list fellow HSIs and what their projects are about to encourage networking.

I have no recommendation, we are pleased with the website.

It would be helpful to have separate links to the very different aspects that the Department of Education website focuses upon, e.g.,It would be good to have separate links and resources for Title III and V grant materials.

I don't think you need to.

Keep the information more up to date

The site needs to be clear and user friendly

The lack of response by the PO has been a challenge, rarely those this person pick up the phone or responds to emails.

The website is very dated. Would be great to have more interactive resources, chat features, and ability to have information and resources that are downloadable. Really beneficial to have copies of presentations, standard operating procedure manuals, and first year materials for new awardees and first time Directors.

Improve user friendliness.

The website takes forever to load - upgrade the DOE servers for starters! There is a significant lack of resources for institutions, programs and project directors that support ongoing work to develop Hispanic serving institutions. There should be links to exemplary DHSI grant programs at various institutions that can serve as exemplars for others, current publications representing a variety of sources (white papers, works in progress, peer reviewed journal publications) that can serve to support this work and other multi-media resources (video vignettes, etc.) that serve as guides and exemplars for all that are doing this development work at the institution level.

When using the 'Search' feature, it would be very helpful to have the results listed in the most relevant and/or most current order. In the Forecast of Funding page (https://www2.ed.gov/fund/grant/find/edlite-forecast.html?src=ft) needs to be updated, with actual competitions that have a projected date of release (a lot of old, outdated, past competitions are still posted). For continuation awards/funding, those should be clearly defined and not left without application open and closing dates, and other pertinent information. Continuation award listings should not be intertwined with forecasted grant competitions.

Keep the information updated with announcement and less text that needs to be read to get to links to resources.

The model of the page is functional, easy to use, a bit heavy due to the large volume of information that contains.

user freindly

Create a site map or key to help users find things quicker.

N/A

Provide easier access to a calendar of events with related upcoming webinars/trainings and previously recorded trainings.

The website can be improved by having updates and scheduled deadlines for HSI recipients

No comment at this time

It is very hard to find information. It should be more user friendly.

better site navigation

I don't have any problem searching the DE website. For me, it is easy to find information on it.

Several times, the site wouldn't load; the UI and UE are mediocre at best.

keeping it up to date, visually it has a lot of text to read through to find what you are looking for.

often tines the security controls seem a bit much, but i understand the concern.

No suggestions.

pretty easy to navigate and find things

Topic headings are not always straightforward. Sometimes must depend on process of elimination to find what I am looking for.

Improve the search engine.

It is difficult to find needed links.

N/A

Keep it current.

The content needs to be more streamlined. The sections are too dense, especially when reading on a mobile site.

The information sometimes lags behind public resources.

NA

The Department sends out notices when time-sensitive materials are freshly posted. This is a help. Perhaps when there are changes in policy or procedure, these can be contrasted with what the previous ones were to give us some perspective as to the reason for the changes, etc.

Update website information as soon as new proposals are released. Sometimes the information is dated.

The design is awful - very cluttered and very text heavy - too many elements to try and read and follow. Links and page names are not intuitive.

It's fine.

There is too much detail in the 'navigation' portion when one is trying to locate what is needed. The detail should be provided in a 'read more or to learn more' click option.

I think that website could provide direct links to webinars and also a potential newsletter available for recipients to receive on a weekly or monthly basis

Display contact information on the website.

In the past, I have attempted to find archived copies of webinars regarding APR submission and I have not been able to find them. It would be most helpful for these types of webinars to be made available and accessible via the department website.

Make it way more user friendly. It is a mess.

I found navigation a little confusing, but was able to find what I needed in the end.

create a portal system to organize the materials/information by category

Honestly, I have worked with the different funding agencies for so long that I am used to the websites and the idiosyncrasies. One suggestion is having a temporary banner on the main page announcing the grants, as they are released. By far the Department of Education grant is much better than NIH!

No suggestions.

Q36. Other (please specify): Which of the following best describes your job role?

Grant Director
University Administrator
Faculty/Grant PI

GEAR UP
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

Helpful hints for narrowing searches. Relevant FAQs.

Make it more comprehensive to include resources related to GEARUP

Make materials more straightforward, easier to find

n/a

Include more resources and a web chat so one could get immediate responses to questions.

I really feel like I am flying blind with regard to this grant and being a new awardee. Especially with the G5 system. It's cumbersome and doesn't let the institution adequately manage its grant processes. There should be a Master account for each entity that can manage the other accounts. I have occasionally been able to find information I needed.

n/a

I honestly don't even know what's available.

n/a

I am not a website designer and do not feel qualified to answer. Thank you anyways.

Utilize best practices in web design that is focused on user needs.

More intuitive content

Perhaps update it weekly, if appropriate.

Site is so large that I found it difficult to quickly find the GEAR UP information needed. Possibly have clearer divisions by departments and within those, bold the subdivisions.

Other federal grants I've worked on (AmeriCorps) had a searchable database that would pull policies, share resources, and provide guidance. It would be very helpful if something similar could be created for GEAR UP so we can better access policy information when needed. I often feel I am sifting through very fine print to find an answer to what seems like a simple question.

Keep it updated with the most current information that we should know.

Make it more user friendly. Easier to search for things.

I have not used it much at all as it has not been helpful. Maybe have a super user group meet with the USDOE to figure this out?

The GEAR UP Annual Performance Report site reflects the following: Fantastic support & high marks for quick responses to IT issues; The APR itself has numerous errors on the site that don't align well with what we were told was required; the US ED site reflects old data and technology & is hard to navigate around as the regulations are hard to find & sort.

The website layout is fine. Typically, I can find out where things are by clicking the links to relevant information such as award lists, legislation and regulations, etc. It would be helpful to have the program specialists' responsible grantee match available so that grantees may find out which program specialist is working with which grantees.

Make Gear Up resources easier to find. Add specific strategies for reaching Gear Up objectives. Provide a place for sharing ideas for grantees.

More information about other GEAR UP projects - contact info, project design information and resources.

N/A

The website for the Department of education is actually really easy to work through!!

It just is not user-friendly. The timeout feature and passwords are not conducive to going into specific systems on an irregular basis. The website is text heavy with unnecessary instructions instead of having a landing page with links to required resources.

Post FAQ from grantees, so everyone can see the answers

None at this time.

I believe the headlines could be bolder for older eyes to see. The format seems to be fairly simple but needs to be bolder to catch the attention of the readers.

Actually, I am pleased that I have been able to obtain what I need. The website is easy to use and it has the resources that I need.

It would be great to have a portal where grantees could log into view program data, budget information, and have a place to submit Grant Adjustment Notices...similar to the U.S. Department of Justice portal.

It would be great to have some quick tips sheets that clearly interpret and outline things like match, allowable expenses and other topics where guidance tends to vary.

One list of all grantees, their award year and the updated PI contact information. Everything regarding awards is so outdated. When writing for new grants, you need to be aware of who has a grant and who they are currently partnering with.

n/a

Many of the documents seem dated and repetitive. It would be good to do a general refresh of the site.

Better headers. It's difficult to know what the headers mean without really checking all of them out.

FAQ section could probably fuse several questions before searching.

The website is user friendly and provides up to date information. At this time, I do not have a recommendation for improvement.

Less clicks to get where you need to go.

Provide easily accessible program policies applicable to GEAR UP.

The website should be updated at least on an annual basis.

Clearly defined unallowable GEAR UP activities and services.

This could be on our end but the website site loads slowly. As such, sometimes I give up and look for answers on other sites.

Q36. Other (please specify): Which of the following best describes your job role?

Principal Investigator

Director of Curriculum and Instruction

National Resource Centers Program
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

Fewer blocks of text - including hyperlinked text. Integrating drop down menus.

I find the new home page more difficult to read than the old one, due to design, font size, colors used, etc. The need to change passwords so frequently is very annoying. I know it's for security reasons, but I'm not convinced that SO MUCH security is necessary for this site.

Sometimes finding directions within the website takes work. Also, we have had problems with things not being changed when we have had to un-submit a report. For instance, when we marked in some PMF forms erroneously, we could not fully change the responses and just had to alert the program officer. Furthermore, some of the changes I made when another report was un-submitted did not actually change on the report when the report was released again. The nice part about the reporting system is how you are guided from one screen to the next as you complete the form.

No complaints!

Better search engines; clearer links between program description pages and application access screens; more user friendly in general

Making it a bit more user friendly. Not requiring constant changes to IRIS passwords would be helpful.

1. The PAM should be online and interactive - every reference to another document should be underscored with a live and active link to the reference, and an indication of where to find the material (rather than just a link to a 200-page document, a reference to a section where the material is). 2. The maps of IFLE programs should be in a more accessible format for reference and reporting. Right now if you want to know how many NRCs there are in the US you need to count by hand. 3. The website needs to be more updated; for example, the contact list is currently out of date, there is application information for the last Title VI competition still posted in present tense, etc. 4. The website needs to be more navigable - sometimes the only way to retrace one's steps is through the backspace key. 5. Information needs to be more 'findable'. Title VI applications are not intuitively located on the website - you have to dig around for them.

Material about ED grant programs on the site does not always seem to be easy to find or updated regularly.

Particularly when waiting for a competition to open - as with the NRC/FLAS programs last year - it would be helpful to post prominent updates on the site about when Requests for Proposals are expected to be published.

The website is good. More suggestion on items to search would help.

Navigation streams are hard to follow, information is frequently out-of-date, information hard to find, not easy to navigate

Provide a bit more information--and if older material still applies (such as a PAM) at least indicate that.

Important links should be in a larger or bold font. Text boxes should be expandable so that we can read all of our entry at once.

Don't remove info just because it becomes politically expedient to do so!

Ensure that links are updated and relevant documents related to grant competition guidelines, regulations, and outcomes are posted in a timely fashion.

Not a resource generally frequented.

I feel like some things are very difficult to find, even when googling for specific documents.

Some of the resources are outdated or contradict themselves, such as the Program Administration Manual, which last we checked has not been updated since the 2014-17 edition. We understand that an update is in development and look forward to its release.

Not always clear how up to date materials on the site are, need to be refreshed more actively or dated more clearly.

Update content, results available from a Google search, better navigation.

It would be great if the FLAS program could start each cycle with a webinar for new managers to better understand what is required for reporting on the grants.

CFI Group

I was recently on your website trying to find the applications of the 2018-2022 Title VI NRC awardees and had difficulty tracking them down. I found the navigation pathways not as intuitive as I had hoped.

Information on International Programs is fairly jumbled together and not intuitively organized. Surely a web designer could come up with a more user-friendly website that promotes ease of navigation.

More program officers

While it is overall an easy site to navigate once one is oriented, I believe visual cues could be made simpler.

Adding a section on upcoming competitions would be good.

The website could be more user friendly by improving the navigation system.

Updating the grantee guidebook

I don't use the website and so cannot say.

Better information on travel rules and regulations (e.g. Fly America Act)

I don't have any problems with the web site.

Update the program administrator's manual and make it easier to find. Make the iris system more intuitive.

Provide a map of the information provided, and cross link pages so there are multiple paths to various kinds of information.

A comprehensive FAQ for NRC- and FLAS- related issues for current grantees. Interactive, if possible.

Better navigation and fresher content though I am not sure this is specific to OPE but rather a larger issue at the DoE

I would be wonderful if the Department could post a list of current Title III and Title V institutions. It is rather difficult to find an updated and reliable listing of those institutions and it would facilitate grantees' efforts to develop new or expand existing partnerships in response to Title VI priorities.

Q36. Other (please specify): Which of the following best describes your job role?

Assistant Director

Associate Director

Title VI outreach director

Assistant Director

Associate Director

programmer

assistant director of center

Outreach Director

Assistant Director

Associate Director

CUSTOM QUESTIONS

NRC8. Is the process for the dissemination of the NRC tracking survey helpful? If not, please provide suggestions for easing the process.

I am not even entirely sure what is meant by NRC tracking survey.

N/A

I'm not sure what is meant by NRC tracking survey. Is that this survey? If so, it was very confusing. I kept receiving messages informing me about the survey, saying that not everyone would be asked to complete it, etc., but I kept receiving the messages. Today's message indicated a low response rate. I wrote back saying I had never been sent the link and wondering if I should complete it. I'm doing that now, but only because I was pro-active and let them know I had not received the link. Communication could be clearer.

It was fine.

Yes

Assuming this questions refers to the FLAS tracking survey, it could be improved by: 1. the survey should be administered directly by the Office of Postsecondary Education, not the individual NRC programs; and 2. Detailed results should be shared with the individual NRC programs in a clear and timely manner.

I am not sure what you mean by tracking survey. We have the interim reports for both NRC and FLAS, final reports for both NRC and FLAS, and this satisfaction survey. I do not recall a tracking survey.

I am not sure what survey this question refers to, unless perhaps it is a reference to the FLAS alumni tracking survey? If so, the process is generally helpful, although having to track FLAS alumni from other institutions for a number of years who only ever came to our institution for a single summer program is somewhat burdensome.

I think it is helpful.

Unaware of NRC tracking survey

Not sure what this question refers to--IRIS???

With regard to the reporting of results after the survey is conducted, it would be more helpful to have a breakdown by Center rather than by University (although I'm aware this is a manpower and resource issue).

Yes

?

The timing of the survey was complicated as it coincided with the end of the Academic Year.

It would be helpful to be able to get the survey data by award number (Center).

No. The expectations of each university/center in this regard are too high.

Yes.

yes

Yes, it is helpful.

Yes, it is very helpful.

The process is fine.

NRC17. The NRC program selection criteria. (Please provide comments to explain your score.)

I am new to working with the NRC program and am therefore unfamiliar with the program selection criteria.

Not sure. I think for the last competition the questions were grouped differently and that sometimes led to confusion for those of us who have been writing these proposals for a long time (this was my 9th competition!).

I think the selection for scoring is very clear. I think that the guidance regarding money could be a bit clearer, i.e. some schools asked for more than the maximum amount listed in the RFP for NRC and FLAS and received it. Our center remained within the parameters of the RFP.

CFI Group

We are satisfied within our own NRC, but have heard from some colleagues in unsuccessful applicant centers that the reasons for their rejection weren't completely clear.

There is an inherent contradiction in the criteria that require the NRC applicants both to demonstrate capacity and to apply for funds to build capacity in the given world area.

This is hard to say. As a current NRC I am pleased we were chosen - we obviously met the criteria. However, part of meeting the criteria is also ensuring that your faculty are doing things that align with the priorities, and oftentimes there are great projects happening that do not fall under the stated DOE priorities and therefore get short shrift during the application process.

I would suggest that other sections of the selection criteria, such as language instruction and area studies instruction, should have greater weight relative to the impact and evaluation section, which seems to have an excessively high weight relative to all other criteria. Foreign language and area studies training are among the core functions of NRCs.

I think the program is excellent but limited only in the amount of funds provided. So much more could be accomplished with more funding. Given the globalization of our world, more funding and focus is need in this area.

More specific feedback on how to improve application, how scores are translated into budget received

There is a tension between supporting the strongest centers vs. wanting to use federal funds to support the establishment and expansion of newer centers.

The NRC program selection criteria are exceptionally clear and easy to understand. Moreover, they address the areas of interest and need which our Center believes to be important.

When applying as a consortium the page limit restricts our capacity to demonstrate the full strength of participating institutions.

Since the [redacted] budget cuts in the NRC program we have been less able to support the core NRC program areas of language and course instruction although the program continues to provide a vital support to our campus programs.

We were unsuccessful with our FLAS application, and the reasons for not receiving it were unclear.

The NRC proposal asks a lot of the people who are writing the proposal--we are experts in the work of our center and in the work of other relevant departments (regionally relevant) but there are many other areas we need to report on from throughout the university where we are not experts (and about which we have no control). So to ask us us to comment on things that are not directly applicable to regional studies is often difficult and tedious and irrelevant.

The selection criteria are outdated and not in sync with the realities and challenges facing universities in the 21st century.

I am so glad that there is funding for foreign language study and for resource centers focused on area studies. This is a key area for our country and I have been very impressed with how the NRC/FLAS grants work.

My problem is not with the selection criteria, per se, but rather with the way the point system, which is so rigid, results in a vast amount of busy work that is useless for any purpose other than getting these grants. Worse yet, a VAST amount of work goes into a course list and faculty directory that are not even scored! What astounds me about this grant is that DoE requires a huge amount of busy work in order to get funds whose use is then incredibly restricted, or pigeonholed into activities (MSI collaborations! Teacher institutes! Collaborations with schools of education!) that it is very hard to find engaged partners for. So we do all this work to get funds that then have to be directed toward activities that MSIs/teachers/schools of education are not particularly interested in, all so that we can justify why we are getting the grant in our reports (and do not even get me started on the absurdity of the amount of information required in the October reports) and hopefully position ourselves to receive the grant again... except that if we get it again, it will have to be spent on the same restricted programs that it's very hard to get people engaged with. It's this endless feedback loop.

The criteria were aligned to the needs of our nation.

The selection process is well explained and the points are fairly distributed.

While the criteria is clear, the evaluation parameters muddy the waters, because programs are designed to suit what can be measured .

The NRC program selection criteria are, on the whole, clearly stated and rationally conceived to maximize the effectiveness of language and area/international studies research and instruction and enhance their societal

impact in positive ways. There is, however, considerable ambiguity where the absolute priority is concerned. Any comprehensive inter- or multidisciplinary research or instructional programming on any world region - all of which have been arbitrarily partitioned for investigative and political expediency - will reflect and engage diverse views and perspectives. Applicants and reviewers will naturally interpret the intent behind this priority in a multitude of ways, some of which may be discordant.   Is intent to illuminate the views of the socially, racially, ethnically, linguistically, and politically diverse societies corresponding to a world region? To reflect and engage diverse intellectual and political perspectives among researchers and instructors at the NRC? How do peer reviewers, program officers, and other US Department of Education personnel involved in the review process interpret the intent of the priority, and how do they evaluate the applicants' response to it?

The selection criteria is clearly outlined and available. We do have a question about the amount to apply for. Some NRCs ask for amounts above the stated high award level, and we see that in some cases they are awarded that or higher. We do appreciate the transparency in reporting NRC awards.

Selection criteria favors institutions that have longstanding area studies programs

I assume the competition results in a very complex selection process and there is no perfect approach. As would be the case in any peer-reviewed competition, bias, lack of understanding of Title VI, compressed timelines, etc., may result in irregularities. Overall, however, I am really satisfied with selection criteria and the department does a great job managing such a complex public program.

Strengthening Institutions Program
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

Update the look and feel of the User Interface (UI).

Not sure.

It is not very intuitive, think of it from the user experience, especially someone who does not visit the site on a regular basis.

I find it difficult to locate information specific to Title III. I also struggle with clarity of information related to my specific grant type.

test

The Title III webpage is good. Submitting the initial grant application was a challenge because the system required very specific computer settings and browsers. We had a difficult time finding a computer that would allow us to input and upload the grant application.

Links to needed material are not clearly delineated.

I think the Department of ED website is fine, the one that is confusing to navigate is the G5.

Make it simpler to navigate to arrive at your designation.

Clarity and easier navigation

Maintaining the site with the most up-to-date info

Timeliness of information regarding newly issued RFPs on ed.gov would be very helpful.

Being a first time user I would have found it better to have had someone lead me through a short training.

no suggestions. I think the website is very useful.

Overall, I think it is very good.

Provide a link from the website to access the Annual Report. It would make it easier.

Better navigation tools and clearer direction to access certain information.

I am very happy with the website. It is fresh, informative, well designed and relevant. No improvement recommendations at this time.

I rarely use the website, so I don't have any recommendations for improvement.

As a grantee (rather than just an applicant), it would be helpful to have a password-protected portal that let me log in and view information related to draw-downs, links to specific legal guidance, etc.

My main interaction with the DOE is in the filing of the annual report. I found the report a little arduous, and I often had to report on things that have no relevance to my grant.

No noted improvement suggestions at this time.

It would be good to have a more robust bank of questions which are asked by the SIP managers with the accurate answers. Oftentimes, SIP managers don't know how to phrase questions or what terms to use in searches.

Information could be updated more frequently and display current versions of guidance.

Update information provided. Add fresh content.

None applicable

Send updated information directly to grantees instead of requiring a search

I have no recommendations at this time. I think it is a great website and I use it extensively.

Thus far after working with this program over the last two years, I have seen improvement of the site constantly. Keep up the good work!

FAQs, a moderated community site for grant recipients

N/A

Perhaps put the information about the security on the first page along with the log-in --instead of the next.

Works fine for me.

It would be great to see how other institutions are using grant money. Be inspired, learn from others and perhaps integrate the ideas.

No suggestions at this time. I find the site to be well organized and easy to use.

I am new to the system, so I think that most of my challenges are not related to the site as much as they are related to my familiarity with the site.

My main challenge, and I suspect for all, is the sheer volume of regulatory information. I rely on our institutional program officer to assist here, but often need to dig into the website and links myself. Not sure what the fix is here, other than reducing the sheer volume of rules, or at least streamlining them.

It was difficult to find the APR this year. The APR site, I think, was separate from the usual Department site. A link from the DOE site to the APR would have been helpful, or some clear messaging about where to access the APR forms.

Reduce the amount of information or, at a minimum, categorize it better. For example, the home page could read something like...   I am a ... (choose one) College Representative Government Representative Grant Writer Grantee

More clear and direct communication

A list of All allowable and unallowable activities would be great.

At this time the website is user friendly as it relates to my specific job duties and responsibilities.

Better navigation through website; perhaps an org-type chart to be able to click on a topic and get to the answers quicker

I generally use the website to search for grant opportunities. Some of the competition-specific sites (like UISFL, Title III SIP) don't seem to be updated frequently. The chart of opportunities from all the ED offices is not updated often enough--many are 'TBD' as far as deadlines. Since most opportunities only have a few months between the time the competition opens to the submission deadline, it would be incredibly helpful to have a decent idea in advance as to possible deadline dates.

I have not had to use the department of Ed site.

n/a

The website is not easy to navigate and is not intuitive for someone who does not get on the website often. In addition, resources should be easier to navigate to and have pages that introduce purpose, and content.

the site is OK. As I gained familiarity with the programs it was easier to navigate.

I am a new project director so I haven't used the site yet.

Better layout and more consistent use of font style/size

The website contains a lot of information. The website is organized well but may need to be broken down into small subsets to make it flow a little easier.

N/A

Improved search-ability through use of dropdown menus, FAQs, categorized information. Also perhaps summary content rather than having to read the full legalese.

No concerns.

No ideas for improvement at the moment.

I have found it easy to navigate

It is difficult to log-in especially when I need to continually update/change my password.

I believe the website is fine. There was a challenge submitting our annual report at the beginning of the year when the government was shut down but the issue was explained to us with plenty of notification.

When I have needed the website it is easy to use once you get past all the security measures.

A more user friendly interface.

Webinars or Conferences regarding Title III reporting posted on website.

I have not used the website sufficiently to comment.

More sample resources

With the ease in being able to contact 'real knowledgeable people' the website works well. However, much on the content is often confusing and contact has to be made to clarify issues.

Two things: 1) Expand the range and number of resources provided. Even if only listing links to other articles on the web by titles that might be of interest to Title III SIP recipients, that would be useful and would increase my usage of the site. Examples of potentially helpful sources for such links: eCampus, EvoLLLution, Educause, IMS Global, etc. 2) Frequency of new content needs to be improved; often, entering the site means seeing nothing new for the past year or so.

Q36. Other (please specify): Which of the following best describes your job role?

Dean

Site Grant Director

project director

Project Director

Project Mgr/Dir

CUSTOM QUESTIONS

SIP7. Briefly describe the reason(s) for your rating of the above listed post award guidelines and the performance reports.

Clear and concise guidelines as to expectations are made by the DOE. We think that the requirements for the performance reports are reasonable.

Our biggest frustration with the annual performance report is the requirement to report at least two targeted outcomes for all four focus areas (academic quality, student services, institutional management, and fiscal stability). Our project does not have initiatives directly addressing all four areas, which makes establishing measures for these areas challenging, particularly since instructions indicate we should report on outcomes that are 'most reflective of your activities supported by Title III/V funds.'

There have been problems with the APR site.

I was not part of the grant application or the first year after receiving the grant. It would be helpful to know what the performance report is going to request/require at the beginning of the year rather than the end. At times we found ourselves scrambling for data or unable to answer questions because we didn't know we were going to be asked to report on particular activities.

The post award guidelines are clear and concise. The post award conference call allowed our college administrators to ask pertinent questions and move forward to project activities. Monthly performance reporting is appropriate for staying on task with data collection to accurately gauge project activities.

I wasn't around when we received Post-award guidelines, nor have I ever seen them. The report is confusing, the questions don't seem directly related to the work our project is focused on, and we haven't received any feedback after submission.

There was a bit of a gap between the award and when a program officer was confirmed. The PPT deck was helpful as a starting point. Performance reports are important. Perhaps it would make sense to develop separate guidelines for Interim Performance Reports since it wasn't always clear what from the Annual Performance Report would not need to be included in the IPR. Separate guidelines would save time for both program officers and grantees.

I found the instructions for the IPR slightly confusing for a first year Project Director. The instructions were written for the annual report and final report and didn't all appear to apply to the IPR report. I would recommend specific instructions on the completion of the IPR.

The performance report questions (at least in the first and second year) seem somewhat redundant and I am not always sure what data is being requested.

The post award guidelines were actionable and easy to do and the performance reports were fairly straight forward (although there was not a place to put some of the information that I was asked for).

I feel that I am answering the similar questions multiple times

I haven't received post-award guidelines and our grant ends in a matte of months. I also believe the APR system is incredibly frustrating and the timelines have been challenging.

The reporting guidelines aren't always clear, and sometimes it's hard to tell if the info is accurate. For example, one question asked me to reference something from 2009, and I didn't know if that was a typo or if I was actually supposed to pull info from 2009. In addition, the reporting guidelines made reference to 2 different types of reporting: annual and final. However, I was completing the midterm, so it was difficult to understand how to answer some of the questions, especially since we had yet to complete our first year and had very little data to give thus far. The midterm report didn't seem to be consistent with what I would have expected. Instead, I am guessing that we were asked to complete the same report that will also be due as our annual report at the end of the year, but because of that, many of the questions were difficult to answer given where we were at with our project.

I think the expectations of Strengthening Institutions are very clear in terms of reporting the format of the APR was somewhat daunting,

My university is its fifth year of a SIP grant. During that 4 1/2 periods of time, we have been assigned three different program officers. The first was generally supportive and responsive to initial questions as we transitioned into the program. The second one really had little communication, positive or negative, with the

local grant project manager (i.e., largely absent in information and support). The third typically responded fairly quickly to communication. In the 'meeting the program officer' telephone call, it was clear that the new officer had not read the grant application carefully (only scanned it), and had not read any of the previously filed interim or annual performance reports). Effective feedback to the university was lacking.

Some Acronyms I knew nothing about and had to go other places to discover what they mean

I think the items that we are required to report on are relevant and helpful in assessing the performance on the grant. I believe it would be helpful to have better directions on completing all sections of the APR. Some questions or parts of the APR are difficult to complete due to a lack of understanding of what you are wanting us to measure or how you want us to measure them in order to fit your matrix.

Much of the Annual Report doesn't apply to our grant. We would have to manipulate our wording to fit the specific sections, so we could report on our goals and achievements.

Lacking in clear guidelines and directions with limited time to prepare reports. Also, the form is difficult to use and/or duplicate offline; not user-friendly.

In regards to performance reports, deadline, contact information, and email reminders were clear and consistent. What was unclear was formatting and templates. I was unsure how they wanted to receive budget information (i.e Excel document, Word document, etc.).

Directions and information was clear and concise.

Although it is a lot of data collection I think it is useful and purposeful. The Performance Reporting helps the institution to maintain focus and remain on track. The data collected provides insights into the institution's progress and is reflective of the improvements being made as a result of the program.

The grant is very new and therefore reporting has been limited at this time.

Some confusion about what activities are permissible under guidelines. Difficulty in matching our activities to reporting categories.

I find the performance reports difficult to fill out and the directions are confusing and hard to follow. Some of the data being asked for does not apply to my grant goals and objectives, and it is difficult to come up with this data to report it in a meaningful way.

I wasn't here when we were awarded the grant, so I can't speak to post award guidelines. My program officer has been helpful when I'm had questions about the APR.

I had not known to expect to need to be prepared for an interim performance report. Fortunately, I had already done surveys that provided me with responses that allowed me to answer the questions on the report. It came to us very near the end of the school year so had I not completed the surveys I took, there would not have been sufficient time to capture information.

While it must be difficult to design a 'one size fits all' document I think the annual reporting data and document still needs some work.

When I became a new director, there was no outreach or even acknowledgement when I reached out. The APR did not ask for data relevant to our project and did not give enough guidelines to accurately collect data.

I was surprised by the nature of the questions in the performance report, because I am required to choose and report on measures that have no relevance to my grant.

The Title III Interim Performance Report was clear, easy to navigate, and straightforward in the information required.

I appreciate the ability to enter my grant's objectives into the APR to show what we are accomplishing. I don't remember being able to do that with our previous grant. However, some of the questions that have to be answered are very generic and sometimes difficult to determine the best answer.

I find the annual reports to be logical and reasonable.

The 6 mo report was easy to complete and detailed instructions were provided.

The Annual Performance Report is designed to serve a broad range of projects. Thereby, making it challenging to align project activities with the responses that are requested.

Limited experience. We have only submitted an initial 6-month report.

I'm not aware of ANY post-award guidance, updates, news, etc. from ED, and have received ZERO communication other than notifications about the APR site opening, due date, APR reminder.

The award guidelines are well stated and provide clear instructions for completion.

have not been happy with the transitioning to another reporting tool. Annual inconsistencies make it difficult to measure our success.

We're in year 4 of a 5 year grant and I don't currently have post-award guideline information. I'm assuming that will come as we near the end of the grant. I feel the performance report questions and analysis are in line with what I would expect.

N/A

The interim/annual reports are very hard to navigate and are not user friendly. In addition, it is very hard to determine what questions to answer and how to answer them. The financial section seems like it asks the same questions 3 different ways and always comes out to the same end. It is a hard form to complete.

It was odd to have to change our goals during the tenure of our grant. We had to make up goals in a sense in order to fit in each of the many boxes.

The guidelines were clear and we have just submitted our first performance report.

I understand the difficulty of creating a report that covers the diversity of SIP grants - but current report is repetitive and sometimes difficult to adapt to project activities.

Superior performance overall.

We are only 6 months into grant and have very little performance to report at this time regarding data collection and analysis.

For the former, the shear scale of materials can be overwhelming. When I have a specific question, I need to rely on our campus post-award person most of the time. When I have had a need to get info from my program officer, the timeliness is uneven, probably as a function of workload on their end. As for performance reports, so far that has been mostly OK, although the performance objectives section was somewhat confusing to complete.

I am unaware of post-award guidelines (our grant will end next year). The performance report has changed over the past several years. Being made aware of the changes in advance would be helpful to assist us in accessing supporting data beyond what is in our program objectives.

Our project team was able to easily read and review the instructions and to complete the forms. If we had a question, our program officer responded quickly to our questions. She was very attentive and was able to explain what information was to be included.

The reporting process doesn't feel very helpful. HOwever the instructions are clear.

We have not had an official conversation about our APR and very little discussion about budgets. I recommend we have a monthly or quarterly scheduled conference call to discuss project status. I am also interested in collaborating with colleagues across the country on effectively managing grants. I've suggested we have quarterly calls to check in with other grant recipient project directors. I trust my Program Manager and appreciate her support in administrating this grant. It is my understanding she has a large caseload and could use some help or redistribution of work load to provide a stronger level of service. We need feedback on our APR but have yet to receive anything and hope they understand administering this grant is challenging especially when we can not always anticipate challenges to manage the grant. We are working toward our goals and making progress. However, sometimes there are set backs that are out of our control. She is very professional and I hope there is a chance to meet in person later this year at a conference hosted by the DOE in DC.

The post award guidelines are good and the performance reports were a little hard to fill in the first time. Our educational contact gave us an in depth training session on how to fill out the first performance report which was extremely helpful.

The only reason I did not give this section a '10' is because directors have to input some information before gaining access to other sections of the report.

Information on best practices from other awardees is always welcomed.

Not always clear what is needed in the annual report based on the format that is used. Would like to be able to show accomplishments and ongoing activities and whether they are on target more easily than filling out boxes with specific questions that might not be completely relevant to the project.

I have only had to submit an interim progress report, but it was very unclear to me what the expectations were. The guidelines seem clear for the annual reports, but not so much for the interim. I have no idea if what I submitted was acceptable!

Perhaps the interim report in the first year of the project could benefit from a change of focus. All of our project efforts to that point were related to hiring new personnel and planning and beginning to implement project activities. Therefore, some of the information that was asked for in this report did not make sense (data related to goals, for example). This made the process of completing the report a bit confusing, although my project officer did an excellent job answering my (and other project directors') questions about this.

The post-award guidance in the GAN was very specific and helpful. The data collection and analysis required for the annual performance report tracks our regular internal reporting and is relevant to our project outcomes.

Clear, systematic and logical guidance

New annual report system is easy to use. Prompts for the various areas are stable. So far the post-award guidelines have been straightforward.

I wasn't the original project director so there may have been other guidelines I'm not aware of. To be fair, I haven't done a search of the website. The only thing I have right now is a copy of powerpoint slides from a webinar for grantees. I think the performance report asks appropriate questions.

APR should be made available within 30 days of the end of the current year

Information and directions have been very clear.

I would have preferred more guidance on completing my first annual evaluation.

A number of reporting requirements in the APR are redundant. Further, there are broad institutional questions that are not applicable to our specific project but nevertheless require data collection and the perception that this data relates to our objectives.

No concerns to this point.

I am still in process of determining what feedback/reporting is needed to 'finish-out' our 1-year extension to a TItle III-A grant. Also the performance report seemed focused on grant outcomes and guidelines.

Post-award guidelines appear straightforward; program directors from SIP have emailed information about specific reports. I just wish the contact about reporting was earlier in order to have more time to collect the requested data. I also wish there was feedback after submission of reports. I'm assuming no news is good news.

When I have needed to ask a question/s to our Federal Program Officer she is always prompt and thorough in her responses.

It would be helpful to be able to download a pdf of the questions that are in the portal before we start entering responses into the system. I had to do screen shots to be able to read all questions. Some of us prefer to write out our responses in a word document. Nothing worse than working on a response - then having to go to another screen to answer more questions and having to click out of that page to go back to re-read your earlier response. Would be easier to know all questions up front before entering them into the portal.

Many if not most of the categories in the performance report do NOT apply to our Strengthening Institutions grant. I have to really stretch to complete the mandatory categories.

The guidelines are clear and when we have a question or when we are unsure about certain funding issues, we always receive a response.

The data required to meet the objectives are clear.

There was a glitch on openning up the APR reports for the past two years, but everything was understandable once it opened. I wish there would be a conference on Title III awards that deals with FAQ, reporting information, etc. It would have been helpful when we first received the grant.

Post-award guidelines were clear and concise, any questions I had regarding that or performance reports were answered in a timely manner and in a way that was understandable.

Since I am so new to this process, I am not sure I understand all that is expected by my program officer. I have not received any feedback re the interim report submitted before April 30, so I am assuming that is good news.

Very clear directions

Anytime I have had a question or needed clarification someone has been able to assist me in a quick and knowable manner.

It seems like the workload is so great for the Program Officers that they are unable to provide feedback or suggestions proactively. They do respond when questions are asked of them.

There seems to be a square-peg-round-hole aspect to the information and formatting requested in the APRs (though the most recent revision was an improvement!). The reason I feel this way is that many of the questions read like what one would expect to see in an APR for a research grant in the sciences, whereas our grant --- while certainly including aspects of research to determine our effectiveness in providing the services which the grant supports --- requires much more performance reporting as opposed to research findings. Consequently, it sometimes feels we can't adequately share the success we're having because the success criteria are skewed toward research results. One thing that helped in this regard, though, in the most recent APR update, is the ability to upload attachments where these things can be shared. I hope the attachments are actually considered and examined as they were definitely the best way for us to share about our success in the most recent APR. Outcomes related to grades, infrastructure, etc. not applicable to our project, but there are options to indicated 'other' data as needed

SIP8. About what topic(s) or purpose(s) do you most often contact Program staff?

Questions about reallocating budget funds.

Budget questions, change in personnel

Policy questions are most typical.

Budget adjustments and travel approval.

Approval to make minor changes to a position's qualifications and for budget modifications (mostly requests to move dollars from staffing to make purchases).

none... Other than a couple of technical problems with our APR, we have had no contact with staff beyond the occasional interaction with our Program Officer. We had 3 Program Officers during the first 4 years of our grant. I am wondering now what additional support or resources there might have been

Conference/Training Approvals Reactivate access codes/passwords to portals

General questions. I think they do the best they can, but they seem to be understaffed (not their fault). There is sometimes a lag in the response time or not all questions are answers.

Grant modifications- interpretation of objectives and allowable cost and budget modifications (allocations)

To reset my password.

Proposed changes and questions about reporting.

Adjustments to original proposal and clarification on federal policies.

Questions regarding policy

to request budget modifications and provide updates

I contact our liaison to ask clarifying questions around what is required to fulfill our grant.

Budget matters.

Grant questions, budget changes, travel approvals

So far, the only contact we've attempted is to change the project director on record. We have yet to receive a response as of today.

Budgetary issues.

When the university developed its SIP application, we have included travel to Title III SIP project directors conferences, which were formerly held, to assure that local activities and processes complied with federal regulations and practice. To our knowledge (and based upon communication with the assigned program officers), no such director's conference had been conducted, which was a disappointment and left local personnel 'in the dark' about SIP good practices.

Interim Progress Report and the APR

I rarely contact the program officer. However, I have contacted him before concerning budget related questions and APR clarifications.

Clarify spending regulations

budget adjustments for rollover dollars, or questions on the Annual Report, especially how to report on the final year after my job is done

Endowment regulations; program changes and guidance.

Budget related questions. I mostly reach out to request budget amendments that are in alignment with grant activities and objectives.

Questions concerning grant expenses.

Budget and staffing recommendations in support of the objectives.

Clarification of permissible activities. Permission for budget reallocations Approval for larger expenditures.

Budget modifications

Questions about what the grant will cover.

Budget adjustments.

Guidance for whether something is allowable; information about the need for budget revision.

Explanation (clarification) of data requested

APR questions; updating our GAN

Changes and approvals

Questions about policies and requirements

Budget questions.

budget

Travel Authorizations

Changes needed to our grant.

Specific processes.

Budget revision requests

Request to modify project activities and budget revisions.

Mostly about deadlines and reporting timelines.

Report due dates, modification requests

With budget revision requests.

Questions regarding modifications to budget or timeline.

General information about program deliverables.

Travel and change of objecives

Generally has to do with needing further explanation regarding a question on the performance report.

Basically, for clarification or a problem getting a section to complete to move on.

Changes to budget, personnel, and goals.

Budget, APR, etc.

Revisions to budget

question on the annual reports

Changes to project from original grant application.

To date, have not had much, if any contact with Program staff, other than our program officer.

budget carryover

What is allowed and not allowed in terms of funds. We wrote the grant in Jan 2017 and it was awarded in Sep 2018. Things have changed a bit and the SIP staff are great in helping us with those changes.

Budget adjustments/questions

budget

Varies

Budget

Financial expenditure and need to move funds from one source to another based on new circumstances.

Help accessing the website or finding information on the website

Logistics

We contact program staff when we are requesting prior approval for expenditures or to make budget adjustments. We also contact our program officer when making a hiring decision to ensure we are in compliance with the expectations of the program. Our program officer provides great technical assistance!!!

Change in budgets, priorities, timelines.

Deadlines, extensions, etc.

Questions about carryover amounts Personnel

Budgets. APR clarification.

Budget questions

Budget related topics.

Budget Modifications

Budget questions

No-cost extension and guidelines on end of grant issues and re-submissions or new submissions.

Policy and Procedure, Financial, Budget Modification

Reporting

Processes and information related to reports and budget change questions

General questions to clarify information that is being requested.

budget change requests

Deadlines

Budget Augmentation APR

extending sub-project timelines; budget reallocation

Changes in grant personnel, allowability of specific activities, budget.

Approval of funding requests

Budget

APR, login information.

technical issues

Allowable expense, budget amendments, clarification on policy.

Monthly reports are sent to update Program Officer on a new program.

Use of funds - allow-ability.

Either to confirm reporting details or to request a budget amendment etc.

-Amendments to budget items -Clarification about report questions -Completion of eligibility each year

Program changes.

Questions regarding the appropriate use of budget funds

Budget revisions

Request changes to grant proposal.

Completing the performance report and/or request for out-of-state travel.

Our most recent inquires has been related to a request for a no-cost extension.

Questions asking for approval to hire a position, or to rarely make a change in the budget.

regulations

Reporting issues, budget discussions, and allowable expenses.

Request for changes, interpretations of EDGAR

Questions pertaining to grant compliance

General questions about program guidelines.

Requesting minimal changes in implementation. I have submitted budget change request forms, and the program officer was very helpful with those.

When APR portal access will occur

The first year technical issues with the site were an issue. Currently, I often contact my Program Director for clarification on grant rules and APR questions. They (I have had two) have been very helpful, pleasant and patient with my questions and understanding of the issue we are working to clarify.

Approval of travel or change in personnel.

Permissions to make adjustments that will help us function better to meet the goals of the grant.

SIP9. How can we improve our SIP website, including links, to help you identify program resources and meet your technical assistance needs?

N/A

I just tried clicking on this link from the Grants Forecast page of the USDOE website: https://ies.ed.gov/funding/ and the link failed.

It would be good to have a webinar for all the people with new Title III grants and then a twice per year webinar for those who are continuing with the grant.

I'm not sure why I would ever go there.

See earlier response. Perhaps sample reports would be helpful in the resource section.

FAQs for post awards

I think it is fine as is.

Make it easier to navigate through the sections.

Clear and easy navigation

For reporting, it would be helpful to have maybe a FAQs section that would collect questions asked by other institutions that could possible be helpful to everyone with similar questions. Also, maybe include some examples of finished reports to show what is expected.

Again, timeliness of information, especially regarding new competitions.

I do not have any constructive suggestions here as I am just getting started

n/a

It would be nice, if in the last year of the grant, the director would receive an Annual Report to complete before the grant runs out. All data would have been collected previously, so it would be easier on grant recipients to finish the report before the funds for their job ends.

Templates would be great. Better guidance on report submissions. Also, knowing when reports will be expected during the year.

I think all is provided. Just needs to be easier to navigate for new users.

Maintain current information in the What's New link. The current link takes you to the Supplemental Award letter from April 2018. Supplemental award submissions were closed May 2018.

I've never used this site.

I think you should promote the resources you have on the SIP website, because frankly I've never referenced the resources. I didn't know about them.

I would very much appreciate direction to guidelines related to expenditures that are allowable vs disallowed, and opportunities for training. I have previous Title III history, but am always eager to be aware if anything has changed so that I can be sure to remain in compliance. I realize the website cites which EDGAR statues are applicable, but there is so much information contained in the forms we are sent upon notification that it would be very easy to miss something important. Additionally, upon receipt of a grant award, it would be helpful to

receive some sort of a 'welcome' document beyond just the basic notification letter and forms. These projects are apt to be quite large and involve a lot of detail, record-keeping, spending, etc., and some form of professional development for project directors on the front end of their award - and follow-up conferences - would be helpful. The webinars provided for applicants during the application process are so very helpful. Perhaps treating each year's new awardees as a cohort and offering something similar for each year of their funding would be good. For instance, a webinar prior to the interim progress report we submitted in April explaining what we needed to be prepared to answer, etc., allowing for some Q&A time, would've been fabulous.

Links or contacts for other institutions with similar grant objectives

I don't know how to answer this question - sorry!

None noted at this time.

Please have a large set of questions which SIP coordinators asked in the past with correct answers.

NA

Nothing identified, so far.

a section on new guidance would be helpful. a section with more information on expanded authorities would be helpful.

Post recorded webinars that address FAQs.

None applicable

Larger print would be good, decrease amount of information on pages

Can't think of anything at this time.

Offer a SIP conference or workshop at least once a year.

It would be nice to be able to save without the page closing or starting over.

FAQs, a moderated community site for SIP grant recipients

N/A

not sure

Can't really think of anything.

I didn't even know there were program resources. I would love to know what others are doing with the grant money.

The website is fine.

No obvious changes are needed.

I am too new to the system to have any suggestions at this time.

Perhaps richer examples on what constitutes a good vs. a poor answer in a section.

It is a really good website now. Can't think of anything right now.

I think it would be hard to put the types of budget/program change questions on the website. Each are so unique.

N/A

I am not sure. I did not realize we had a SIP site other than what is in the G5.

I think that it would be helpful to have more practical info. Sometimes when reading through the CFR the language is not clear and you feel that it didn't really answer your question.

At this time very satisfied with the technical assistance I have received from SIP/DOE

Revamp the website into an org-like chart with links to more directly map to questions.

n/a

search of US DOE site found SIP site quickly. Navigation and info OK on the site

I haven't spent time on the site so I'm not qualified to comment.

Notification when program officer changes with contact.

The SIP website contains a lot of information. I might suggest a little more organization of breaking the content into smaller pieces.

N/A

Nothing at this time.

No suggestions or ideas on that at this time. Thank you.

None..it has worked well for us

As noted for the reporting question - have a downloadable pdf of all questions available so one can prepare offline - then enter responses into the portal.

No comment.

To my knowledge, the SIP website is fine.

I have not had an issue with this.

N/A- the website is sufficient for our needs

No improvements to suggest.

Update dates in a more timely manner.

Always allow us to contact a 'real' person.

Provide information on the site about SIP exemplary projects along with commentary about why the projects are good. Reading a few of these could help grant recipients better understand ED's intents and judgments about how grant projects are proceeding and about what kind of results stand out to ED and for what reason(s).

SIP11. Please explain your response.

All communications from our Program Officer are consistent over time.

Our program officer has responded quickly to our inquiries and has been clear about any additional information needed.

I'm not sure what information I should be receiving. Primary contact has been around the release of the APR, questions/clarifications regarding submitted APR, and then review of a spending reallocation proposal.

Program Office has been helpful, but slow in responding.

My Program Officer communicates updates promptly.

I only receive feedback when I'm being asked to submit a report.

Our representative has been helpful and responsive and a pleasure to work with.

Yes, I have received information that is relevant to our grant and making us aware of key deadlines, etc.

The only info/correspondence that we've received were the instructions for the midterm report.

The Program Officer has been very clear and consistent when responding to questions.

The university has had three different program officer during the grant's timeframe. The first strived to provide timely information as the university transitioned into the program. The relation was generally collegial and helpful, but would not be described as 'warm or supportive.' The second was essentially AWOL. The third did establish a telephone conference call as a 'get to know each other,' which I appreciated. The program officer had scanned the original grant application, but had not review previous program officer communication files, nor reviewed interim or annual performance reports. The last one was unaware of previously approved strategies to achieve stated activities and outcomes.

Our Program officer is very good about relaying information to us

our program officer is always responsive and provides consistent information to our questions.

I have not received responses to questions and/or responses to requests for meetings.

During reporting periods and updates from the Department of Ed, communication has been clear.

[redacted] has been great to work with. She is thorough, knowledgeable, professional, understanding, patient, and quick to respond. She is consistent in her advice, recommendations, and feedback.

Generally I would say 'yes' but there have been a couple of times when I've requested better understanding and received a cut-and-paste of statutes and / or guidelines. My problem had been that I needed help interpreting them to determine if a specific expenditure was allowable. I must say that the current SIP staff has been more responsive and given better responses than I have ever received from this office. I have had occasion to need their assistance as both an applicant and award recipient a number of times over the past 15 years, and the improvement is marked and noticeable even from what I experienced 3-4 years ago.

I remain unsure of how to report carryover funds in the budget aspect of the APR. I did as directed by my project director but it didn't seem to be the best way to handle it.

I've never received contradictory information

On the few questions that have arisen the SIP Program Office has answered.

I am uncertain as to what would constitute 'consistent Information.' I rarely hear from the SIP Program Office, I assume that means that there is no information to be shared.

There was an instance when I received an email that explained I had neglacted a due date, but the information was not correct.

The only information received from the SIP program office was regarding the APR and submission system. There was barely enough information about that, since there was no communication telling grantees that it would be late, ED was still working on it, etc. I constantly feel that I am missing important information, might not be up to date on guidance, and might not be listed on all the distribution lists.

[Name redacted] is a well informed program officer who provides accurate information and always provide timely responses to inquiries. His guidance and support has and continues to play an important role with our project's successful fulfillment of the stated goals and objectives.

Always responding

I received little information from the office. Only a reminder to complete reports.

No sure what you mean by consistent. Would this be considered not having to prompt communication first? The first contact usually beings once it is time for the APR.

The SIP staff is very responsive and timely in answering questions.

It is consistent whether it is on the website or through email.

Have not had to contact the SIP Program Office

I have not received much information at all in terms of the last year.

The answers to our questions are very clear and consistent.

Our Program officer has been very responsive.

Generally we get what we need when.

The only communications I receive are regarding the opening of the APR.

Our program officer takes the time to explain the information if we do not understand. She also provides guidance on how to structure our information or prior approval requests and e-mails. Above all, she has never seen us as a nuisance. Every time we interact with her, we are learning best practices to do our work the right way. She has always been consistent in her delivery of information and her time in responding.

Yes. Even though we changed program officers - they have been outstanding. Sometimes follow up on email is a little slow, however I understand the volume of questions they are working with.

I don't have any reason not to believe that I have not received consistent information.

Our original contact was totally unresponsive but we were assigned a new person ([Name redacted]) and she is fantastic!! Thank you for rectifying the problem.

When questions have been raised, she has responded promptly.

Received informative responses to questions we asked and and that the PO could anticipate to help us.
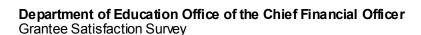
Clear and useful information

I have not received consistent information, communication, or emails.

I have received official updates. The only weird contact was a letter stating the grant had not spent a specific percentage of funds this year. Our college had spent the appropriate amount -- query to my Program Officer confirmed this.

I've only been working on the grant for 3+ months, so it's hard to comment on this at this point.

I've had the same program officer and the person has given me consistent information and has been extremely helpful.

This is not necessarily inconsistent information, but we did have multiple communications in effort to update contact information when our institution's president changed. After a number of communications through our APR and directly with our program officer, our former president was still receiving grant information.

emails and phone calls

I am notified of pending changes, protocols and any relevant information needed for my grant or our APR

Always helpful and knowledgeable

Sometimes the information sent to me does not apply to our grant.

Typically receive the award announcement each year and recently a request about information related to the SIP budget.

[redacted] has always responded in a timely manner to questions and often takes the initiative to keep us informed of program updates. It's been an absolute pleasure working with her. When I attend grant conferences, I'm simply amazed at all the problems I hear from other grantees, and can happily brag how wonderful my Education Program Specialist is. She's a rock star! During the past year, I don't remember receiving inconsistent information.

I answered yes, because of the consistent contact I've had with our program officer. I also have received consistent information regarding deadlines.

Since I have only had the grant for a few months, I have to believe it is consistent and meets expectations. But I do not have something to benchmark it to.

Our program officer [redacted] has been absolutely wonderful with conveying information, expectations, and her responses to requests for approval emails have been very timely.

My Program Officer is amazing and has always answered emails and worked with me through grant issues we have encountered or questioned. I cannot imagine trying to figure this process out with their input and kindness.

SIP explained the delay in the online APR submission process due to the site and form updating.

timely info on progress report due dates, notification of grant renewal, etc

IDEA-Part C Infants and Toddlers with Disabilities Program
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

Is there an index of what is posted where (ed.gov vs. GRADS vs. TA centers vs. IDEASTHATWORK)?

I don't really use it

The website is pretty easy to navigate and user friendly. I can pretty much understand all the content I need from the website.

Would it be possible to have more resources related to practice in early intervention? More Part C resources.

add links to research based evidence, compile list of FAQs states ask OSEP with responses, provide access to relevant journal articles to assist with policy and guidance, add links for OSEP TA Centers and their current focus More easily searchable.

The prominence of USDOE on the website causes the intermingling of too many topics not relevant to IDEA Part C including K-12 general and special ed, student loans, etc. It also, from the landing page doesn't allow the user to clearly know the route to Part C, Part B 619, or Part B K-12 information. Because of the lack of an organization structure that breaks down according to IDEA parts and the inclusion/prominence of non-special education information, significant navigation is required to find the information that one needs. From my experience, there's a lot of guess work involved in determining what to click and a lot of time wasted going down rabbit trails.

USDOE has made improvements in locating things more centrally, but some things are still in several places and finding updates is not easy. The GRADS360 system is not easy to navigate and the reports generated for the Annual Performance Report are not stakeholder-friendly at all.

I do not use this website.

Have an easier time finding information quickly. Should be no more than 2 clicks of he mouse.

It has already been greatly improved from its previous version.

I often have to use the search window to find exactly what I need, but once I know where to go to find it I can easily get it next time.

States are struggling to keep their programs running. We are needing to re-evaluate our programs to ensure we are as efficient as possible. I would like this site to include a real description of State Part C programs. Staff qualifications (for service coordinators and providers); percentage of staff that are shared with other programs; funding structure (we would love to have someone propose a common method to determine cost per child); etc...

So far i feel that the website is easy to maneuver. I find what i need and have not come across any issues

the search function doesn't always show the topic I enter

Lots of resources that are not organized in a way that is meaningful to me. I appreciate when the Part C resources are grouped together.

Decrease the number of clicks to find information The new Ideas That Work site for new Part C Coordinators is coming together, however more resources could be used here to expand and improve the experience

improve functionality and ease of finding information, navigation and linking to other TA websites.

The main website is clunky and confusing. After the update/changes, the information has become more cumbersome to sift through. Also, while they are separate websites, Grads360 and Max.gov are awful. They are not user-friendly for new staff and Grads has substantial issues/bugs during the APR development and reporting process every year.   I will say that the new collaborative space is great and the new resources are very helpful. I do appreciate the effort and collaboration that went into creating this resource.

This survey is not clear on which website you are referring to. www.ed.gov or are your referring to Grads360? Grads360 is not easy to navigate and not user friendly, many glitches and errors can happen. When submitting SPP/APR halfway through it randomly signed me in as another state and I accidentally submitted their SPP/APR for them, it took a few hours to fix that glitch.

Separate out age groups so viewers can relate to content based on the age group.

I don't have any suggestions at this time.

Searching is sometimes difficult and it brings outdated material.

NA

I am new to the site so I'm not sure at this time.

The pages of GRADS 360 interface well, but the headings and information for links to other programs/information could perhaps be more consistent with regard to font size, color, and bold/regular text. There are several subprograms off to the right which are importantly provided, but perhaps a link or brief listings that simply takes one to those programs would lessen what appears to be overcrowding on the Home page.   Submitting APR entries into GRADS 360 can be challenging with the formatting in the text boxes. Setting parameters that limit the text to a single font or size could be helpful, or allowing the text to be highlighted and then formatted in a preferred font/size would allow for a more professional-looking submission.

Put new and relevant information on front. Make terms easier to search.

Q36. Other (please specify): Which of the following best describes your job role?

Part C Coordinator

Part C Coodinator for State

program coordinator

CUSTOM QUESTIONS

IDEAC4. Think about the types of technical assistance and support provided by OSEP such as Dear Colleague letters, Question and Answer documents, MSIP monthly TA calls, OSEP-Director's newsletter, topical webinars, etc. Which types of assistance were most effective in helping you meet federal requirements and/or improve program quality?

TA calls, emails, face to face workshops and leadership meetings

OSEP newsletter, TA Calls

the information is generally not presented in an interesting manner and there is often too much content on the webinars and the directors calls. It is often presented In a vacuum according to federal guidelines which do not always match the needs of the filed.

Written documentation and instructions

Dear Colleague letters and Q & As are typically helpful and can be used to support policy development but there have not been any recently focusing on Part C that I am aware of.

TA calls and topical webinars were very effective for me. The TAs assigned to our state are amazing and they usually respond back right away when I email them for assistance.

Monthly TA call, webinars, Dear Colleague letters

Q and A documents helpful. Most webinars are relevant -- need more on current issues like eligibility and service provider capacity

The 'dear colleague' letters are especially helpful as are the monthly TA calls.

Although I haven't had significant experience with the above technical assistance, the monthly TA calls and topical webinars that I've participated in have been informative. My most valuable experiences have been through the OSEP Leadership Conference and the sessions presented by OSEP. Everyone that I've interacted with at OSEP has been well-informed, supportive, friendly and have helped me to wade through the TA-speak/legalese which so often bogs down documents, communications, and tools issued by OSEP.

Monthly calls. Program quality improvements occur mostly through the federally-funded TA centers

MSIP monthly TA calls, topical webinars, calls with OSEP state contact person

Monthly TA calls and FAQs.

monthly webinars/conference callled by [redacted], assistance by Team Lead [redacted], Dear Colleague letters

Planning and following up on any changes in guidance or requirements for federal reports

I would have to say our monthly TA calls are the most beneficial. However, over the past 10 years there has been a shift at OSEP from working with states to a pure compliance organization. Everything runs through legal. Everything must be submitted in writing. I was hoping to see a 'kinder/gentler' OSEP, but have not seen this. Our families feel overwhelmed by the huge parent rights document, the beyond awkward OSEP transition guidance, prior written notices, etc.... I would love to see some guidance written with Part C Coordinators and families on how we can support our families in accordance with IDEA without overwhelming them.

The communication with the State Lead. She assusts by providind clb. Aridication znd guidance when i come across situations that i am unsure about.
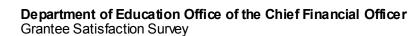
My state contact is thorough in responding to my questions and does so in a timely manner. He keeps up with what is happening in my state.

Calls with the State Lead wherein she desribes many of the resources available that would be impactful for Montana. She knows the Part C program in Montana very well including the State's strengths and the State's areas that need improvement. She is very intentional in providing technical assistance that will be of great benefit.

Our state lead makes time for us as needed. She is very responsive, answers questions, and seeks other subject matter experts when needed to provide TA to our state. I would not say that the items listed above are all that helpful in meeting our federal requirements. If I had to pick one I would say the MSIP TA calls.

Dear Colleague letters

Dear Colleague letters are helpful for historical information. Monthly TA calls are helpful with timelines and processes. The best support and information I get is from our designated lead - she is incredibly helpful and encouraging. We could not ask for a better OSEP lead and without our connection to her none of the other supports/resources would be as helpful.

Monthly phone calls with [redacted], Alabama State Contact, have been the most beneficial, as she has been a great support to our state!

Support from Technical Assistance agencies (i.e., DaSy, ECTA, ITCA, etc.) Webinars

Joint Statements regarding collaboration were very helpful.

Monthly call have worked as this is our opportunity to review, discuss, and ask questions on various topics. Additionally, we also communicate via email which also helps meeting our needs (i.e., ability to ask questions and receive a response).

Topical webinars

Consistent contact would help. Response to questions. My state lead does not follow up. Hardly any contact during the year.

na

TA calls

Monthly TA Calls

IDEAC5. Which types of assistance were least helpful?

The Part C Application form is a MS WORD document... and a bad one at that...

I don't really find the assistance that helpful.

N/A

N/A

anything that I can read from a letter or powerpoint myself

Some of the webinars have been less helpful.

Hands down, DMS. It hasn't provided any practical benefit to my program, is often confusing, and sometimes viewed by external stakeholders as 'findings against' or deficits.

Topical webinars when provided instead of monthly calls

ed.gov website

SSIP guidance.

State Contact rarely contacts me except if there is a problem.

monthly calls with OSEP, the topics have not been relevant to the work we are doing

The TA calls.

I have not received assistance that was least helpful

nothing

Dear Colleague letters for Part B.

Calls with our state lead calls with TA centers ITCA

monthly calls

Because Grads360 and Max.gov are so clunky it reduces the amount of help the assistance providers can give. Many times bugs/issues are not fixable and a workaround is necessary. In addition, some problems remain unfixed after multiple years.

Those that did not indicate the unique build of the state's but rather grouped ideas in a way that could be taken out of context to read 'required' rather than 'recommended'.

None that I can think of because when needed, we will move from email to phone conversations.

Just respond.Understand my program.Take the time to know the state infrastructure. more communication.

State lead response.

FAQs

IDEA-State Directors of Special Education (Part B)
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

Information specific areas need to be refined.

Coordinate the various sites to facilitate the location of data, legislation, and information.

*Improved Search Vehicle *Alternative Response when website or portions of the website are unavailable

I understand the Department makes changes to its website to make it easier for users to access multiple sites in one place but every time a change is made it's harder for me to find the site I need to finish my work. I think it will be helpful if users are provided frequent awareness to understand the new changes ahead of time to navigate the website better. Thank you.

if you don't know exactly what you are looking for it is hard to find. A repository for Official Memos that is searchable for key words would be of tremendous benefit!

The search tool does not seem to capture what I am looking for at times. It seems as if I search for a long time without truly finding what I am looking for.

Fresher content, organized in intuitive ways

Get some professional help in organizing for people who are trying to find answers without bothering individuals. It seems that phone numbers of people who could be contacted are now missing.

It needs the laws, regulations and guidance in one place that is easy to navigate.

I seem to have difficulty locating certain sets of information, even when using the 'Search' feature.

Too many clicks. I don't know the right search terms to find what I need. Maybe a list of search terms right off the dashboard would help.

I like it. Easy to navigate. easy to find things. thank you, [redacted]

na

How about having a separated resources/page for Part B and Part C, etc. Under those, we can find all relevant guidance and updated regulations under each part. Maybe to also include or link to state related resources and initiatives that can be shared with other states or entities. If there is a link or resource page for parents, then its good.

Provide notices via email of new postings or announcements.

improve links and search capabilities

I would like to see a better search feature.

CUSTOM QUESTIONS

IDEAB5. Think about the types of technical assistance and support provided by OSEP such as Dear Colleague letters, Question and Answer documents, MSIP monthly TA calls, OSEP-Director's newsletter, topical webinars, etc. Which types of assistance were most effective in helping you meet federal requirements and/or improve program quality?

Discussions with our state contact.

Monthly TA calls and Q & A

Information dissemination documents such as Dear Colleague letters and webinars.

Calls

Dear Colleague Letters and Q and A documents are most effective in improving program quality and compliance.   TA calls (monthly).

Since I'm new at my position I'm not aware of or how to access Dear Colleague letters or Question and Answer documents. Monthly TA calls and topical webinars are not practical because of time differences due to our geographical location. Direct communication with our State Lead or OSEP staff through email or specifically scheduled TA calls to accommodate the time differences have been most effective for us.

Discussions around SPP/APR data

[redacted] goes above and beyond in providing support to states. When she is not personally able to answer a question, she finds the answer from with USDOE and then replies in a timely fashion.

Monthly TA calls with our State Lead and others brought to the conversation.

Dear Colleague letters are the MOST helpful

There are a few critical pieces of information related to the process for applying that should be stated directly or else linked directly rather than stating information related to '...' can be found '...' which generally is not a direct link to the information but a general link with references that do not totally match the words used in the directions.

We hope that we can continue to access the support from all of the technical assistance centers. They are also incredibly helpful.

Direct, person-to-person help. However, my state lead only contacts me when there's a problem or I initiate. I'm not thrilled with that TA. Documents are more helpful but I something need clarification and have trouble getting it.

Dear Colleague Letters are most helpful as they provide states a backbone from which to provide their own guidance. Calls with state OSEP contact are always helpful as we have a great one.

All of them are helpful. Dear Colleague letter provide essential policy implementation considerations --which are not widely available.

MSIP monthly TA calls and topical webinars.

Q and A docs, Dear Colleague letter, TA calls

Often, there is a lengthy amount of time before receiving a response to policy interpretation questions.

Dear Colleague Letters, OSEP Director newsletter.

IDEAB6. Which types of assistance were least helpful?

Information that is posted to the website and not directly sent to state directors.

All were helpful. I can't say that any was least helpful.

Technical Difficulties which impact the delivery of the monthly TA phone calls.

Topical Webinars that targets all the States because of time differences. When the time is good for everyone it's usually isn't for us because it would be 4:00 or 5:00 am. I understand the situation so I usually request for recordings and they have been good at making them available.

webinars

Dear Colleague letters.

TA calls are the least helpful. The information is not new, the communication is tough and generally, they are a waste of time.

blogs. random website posts.

SSIP

One of the most effective types of face to face sessions are those offered by USDoE and OESE and OSEP at the National ESEA Conference. Those are great.

The Directors' letters because we often have follow up questions that can't be addressed in such letters.

n/a

Monthly calls.

IDEAB17. Describe the impact it might have on the State if OSEP were to fully automate the IDEA formula grant submission and approval process.

It would reduce the burden on staff time required to complete the application and gather signatures.

Time saving and more efficient

It would simplify the submittal process.

It would be very helpful. Submission by mail has been cumbersome and expensive.

It would be wonderful.

This would be a welcomed initiative to assist with the process however, we would need to review/revise internal approval processes currently in place.

I think that will be good for it will save time and papers but it will be a big adjustment for us if it happens in the near future for we have limited access to fast and reliable internet.

It depends on how the automation process would be rolled out and the type of technical assistance available.

only if it keeps up with staff turnover would it be a good thing for us.

This would make it easier to get the information to OSEP. We are always rushing with our Superintendent to have it signed and get in the mail for overnight service.

The IDEA formula grant submission process is not overly cumbersome, I am not sure that this will have a huge impact.

Automating typically works out well when the technology works. Would this remove the need for a wet-ink signature?

It would make the process much more efficient.

it would be helpful, as long as real person help was available.

Great

Good luck with that

It would make everything much more easier for states to prepare and submit grants. I hope this will happen soon.

efficient

Aligning the IDEA grant submission with other requirements (APR/SSIP) would assist states in connecting the work with the resources. Having all requirements accessed through one portal would make the work more meaningful and manageable.

It would be much appreciated and much more efficient.

Helpful, efficient.

RSA Vocational Rehabilitation Program
CORE QUESTIONS

Q13. Please describe how the Department could improve its website.

The Department sometimes relies on emails sent to SLA's as guidance. A repository of those emails would be beneficial.

Make the search function easier to use.

Not so much scrolling around. Use font size and style that is clearer.

It is really difficult to search the site because of the way it is embedded in DOE. I wonder if it could have a more stand alone look and feel Some sections are out of date or the guidance is not available - you get an error clicking on the link

Make the Ad Hoc Query content current.

Reports could be more recent

It needs an overhaul, things are archived. You need to start over so people can easily find the information they need.

It is accessible but friendly for blind users.

What we need from RSA is solid guidance on issues that the state faces with regard to administering the VR Program. A FAQ section would be great as it seems that the issues states face are often universal. Right now we have to dig through each state's monitoring review to see if we can find one that has the same issues we are having.

There is a disconnect from the technical assistance that is available on the TA Funded sites like WINTAC, YTAC, etc. and the information that is on the RSA website. Maybe that is purposeful? But it creates an image of RSA as the compliance arm of the program and that the TA centers are the ones providing practical technical assistance. And while the TA centers are wonderful, and we value their support, they do not always carry the authority of information that is vetted on the RSA website. This creates a divide between the relationship between state programs and RSA. At the end of the day we would like to have a better state and federal partnership to support people with disabilities.

It is very easy to attractive and easy to navigate. I am always able to find the information that I need.

1) Ad Hoc Data queries are extremely difficult to perform and the available reports are not well formatted. 2) sub regulatory guidance is not available on the website, and formal guidance is incomplete. However it doesn't matter as RSA takes literally years to issue formal guidance, and when finally issued, that guidance is overly narrow and restrictive, based on a narrow read of the statute rather than based on sound practices, and any strategic vision for the program.

provide guidance regarding how to find information on the site update state information

Would recommend using data analytics to feature those items most accessed in more prominent locations. Search feature functionality with key terms could be improved.

Providing clear search criteria so when we are looking for something published in 2019, we only get that year, not the past 10 years all jumbled together.

Better labeling of topics. Group topics into catagories that make sense.

Once I get to RSA's pages I can usually find what I need (although the site isn't very dynamic in terms of updated resources and guidance for states). It is getting stuck in the ED site loop and OSERS that is clunky. The ED home page gives no indication that either VR or AEL are in the agency. If I click on the How Do I Find link it takes me to the Top Tasks page, VR doesn't even show up and neither does AEL, just OSERS. If I didn't have the direct link for RSA or use Google, it would not be easy or intuitive to find information about these two WIOA programs.

update promising practices and add more FAQs or guidance on specific ways pre-ets funds can be used for authorized services, perhaps with some specific examples.

Provide more current information on monitoring reports and state data. Make it easier to find national level data. Ad Hoc queries don't always work.

Make the site more intuitive and user friendly. Also use key word searches to bring up materials especially as it relates to use of Grants, rules, procedures etc.... Finally, for Federal reporting have definitions related to subject question for ease of interpretation and answers.

No specific recommendations

Provide timely information; update information more frequently; provide information in one spot or better descriptors of where information can be found- currently have to click around to find what you are looking for

Make relevant information more assessible

Have more current information. The data that is available is not timely, therefore not beneficial.

Cumbersome log in process, updating passwords hard to find, slow reset time. Not an easy interface.

Organized better, user friendly.

Q36. Other (please specify): Which of the following best describes your job role?

Policy

senior management

Appendix D:
Explanation of Significant
Difference Scores

Explanation of Significant Difference Scores

There are tables depicted throughout this report that compare 2019 to 2018 scores and note significant differences. The following provides some background on how CFI calculates and reports significant differences.

Whether a significant difference exists between two scores (mean scores reported on a 0 to 100 scale) depends on the sample size, the standard deviation and the level of significance selected. CFI employed a 90 percent level of confidence to check for significant difference on all questions. This is the standard level used in most of our studies. However, standard deviation and sample size vary from question to question. Therefore, some questions may show a small difference in scores as being significant, while others show a much larger difference not being significantly different.

In CFI's studies standard deviation, which is a measure of how dispersed scores are around the mean, typically ranges from 15 to 30 points for any given question as reported on a 0 to 100 scale. A higher standard deviation results in a larger confidence interval around a score (less precision), so a larger difference in scores would be required to be significant.

To further illustrate how the dispersion of scores affects significance testing between two sets of scores, two examples are provided. In the first example, for a given question, 350 responses were collected in both year one and year two. Ratings for the question were very similar among respondents in both years so the standard deviation was 15 points in both years, e.g. there was little dispersion around the mean. In this case if we used a 90 percent level of confidence to test for significance, a difference in scores between years one and two of less than 2 points would be required to be significant.

Now in the second example, the same number of responses (350) is collected each year but for this question the ratings are not very similar among respondents. In fact, the standard deviation is 30 points instead of 15 in both years, so scores are more dispersed around the mean. Now using the same 90% level of confidence to test for significance would require nearly a four-point (3.7) difference in scores between years one and two to be significant.

With respect to sample size, larger sample sizes result in smaller confidence intervals. Thus, larger sample sizes require smaller differences in score to be significant.

CFI Group